California Office to Reform Education

Local Educational Agencies' Request for Waivers under Section 9401 of the Elementary and Secondary Education Act of 1965

Revised: September 2, 2015

Original Submission: August 5, 2013

U.S. Department of Education

Washington, DC 20202

This form is being used by a consortium of eight local educational agencies (LEAs) in California to request waivers under section 9401 of the Elementary and Secondary Education Act of 1965, as amended (ESEA). This form has previously been used by State educational agencies (SEAs) to request ESEA flexibility. The consortium of LEAs requesting this waiver are using this form for the sake of ease and convenience, given the significant similarity between the waivers requested and plans submitted by the LEAs to the waivers requested and plans typically submitted by SEAs requesting ESEA flexibility.

OMB Number: 1810-0581

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0581. The time required to complete this information collection is estimated to average 336 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537.

Table of Contents

Insert page numbers prior to submitting the request, and place the table of contents in front of the SEA's flexibility request.

CONTENTS	PAGE
Cover Sheet for ESEA Flexibility Request for Window 3	5-10
Waivers	11
Assurances	12
Consultation	13
Evaluation	18
Overview of SEA's Request for the ESEA Flexibility	19
Principle 1: College- and Career-Ready Expectations for All Students	35
1.A: Adopt college-and career-ready standards	35
1.B: Transition to college- and career-ready standards	35
1.C: Develop and administer annual, statewide, aligned, high-quality assessments that measure student growth	66
Principle 2: State-Developed Differentiated Recognition, Accountability, and Support	73
2.A: Develop and implement a State-based system of differentiated recognition, accountability, and support	73
2.B: Set ambitious but achievable annual measurable objectives	106
2.C: Reward schools	114
2.D: Priority schools	121
2.E: Focus schools	140
2.F: Provide incentives and supports for other Title I schools	181
2.G: Build SEA, LEA, and school capacity to improve student learning	185
Principle 3: Supporting Effective Instruction and Leadership	192
3.A: Develop and adopt guidelines for local teacher and principal evaluation and support systems	192
3.B: Ensure LEAs implement teacher and principal evaluation and support systems	208
Additional Considerations	225

TABLE OF CONTENTS, CONTINUED

For each attachment included in the *ESEA Flexibility Request for Window 3*, label the attachment with the corresponding number from the list of attachments below and indicate the page number where the attachment is located. If an attachment is not applicable to the SEA's request, indicate "N/A" instead of a page number. Reference relevant attachments in the narrative portions of the request.

LABEL	APPENDIX	PAGE
A.	CORE Memorandum of Understanding	228
B.	CORE Organizational Charts	237
C.	CORE Mission, Goals & Governance Agreements	239
D.	Glossary of Terms	242
E.	ESEA Requested List of Attachments	250
F.	School Quality Improvement System Communication Plan	287
G.	Evidence of Consultation	292
H.	School Quality Improvement System Draft Peer Evaluation Rubrics	293
I.	CCSS Implementation Resource Links by LEA	299
J.	EES Handbook	309
K.	RFP for CORE Growth Model	391
L.	CORE SLO Guidebook	408
M.	Guidance for Scoring and Rating Evaluation	440
N.	Principle 3 Rubric Guide	446

LABEL	APPENDIX E. LIST OF ATTACHMENTS	PAGE
1	Notice to SEA	251
2	Comments on request received from SEA (if applicable)	252
3	Notice and information provided to the public regarding the request	N/A
4	Evidence that the State has formally adopted college- and career-ready content standards consistent with the State's standards adoption process	254
5	Memorandum of understanding or letter from a State network of institutions of higher education (IHEs) certifying that meeting the State's standards corresponds to being college- and career-ready without the need for remedial coursework at the postsecondary level (if applicable)	N/A
6	State's Race to the Top Assessment Memorandum of Understanding (MOU) (if applicable)	N/A
7	Evidence that the SEA has submitted high-quality assessments and academic achievement standards to the Department for peer review, or a timeline of when the SEA will submit the assessments and academic achievement	256

	standards to the Department for peer review (if applicable)	
8	A copy of the average statewide proficiency based on assessments administered in the 2011-2012 school year in reading/language arts and mathematics for the "all students" group and all subgroups (if applicable)	N/A
9	Reward, Priority, and Focus Schools	258
10	A copy of the guidelines that the SEA has developed and adopted for local teacher and principal evaluation and support systems (if applicable)	N/A
11	Evidence that the SEA has adopted all of the guidelines for local teacher and principal evaluation and support systems	N/A

Legal Name of Requester: Fresno Unified School District	Requester's Mailing Address: 2309 Tulare Street Fresno, CA 93721
Consortium Contact for the ESEA Flexibility Request Name: Mr. Rick Miller Position and Office: Executive Director, CORE (California Office to Reform Education) Contact's Mailing Address: 1107 9th Street, Ste. 500 Sacramento, CA 95814 Telephone: 916-441-2917 Fax: 916-244-0250 Email address: rickm@caedpartners.org	
District Superintendent (Printed Name): Michael Hanson	Telephone: (559) 457-3882
Signature of the District Superintendent: X_____ _____	Date: 9/2/15
The District, through its authorized representative, agrees to implement the contents of this waiver request.	

Legal Name of Requester: Long Beach Unified School District	Requester's Mailing Address: **1515 HUGHES WAY** Long Beach, CA 90810
Consortium Contact for the ESEA Flexibility Request Name: Mr. Rick Miller Position and Office: Executive Director, CORE (California Office to Reform Education) Contact's Mailing Address: 1107 9th Street, Ste. 500 Sacramento, CA 95814 Telephone: 916-441-2917 Fax: 916-244-0250 Email address: rickm@caedpartners.org	
District Superintendent (Printed Name): Christopher J. Steinhauser	Telephone: (562) 997-8242
Signature of the District Superintendent: X____ Christopher J Steinhauser _____	Date: 9/2/15
The District, through its authorized representative, agrees to implement the contents of this waiver request.	

Legal Name of Requester: Los Angeles Unified School District	Requester's Mailing Address: 333 S Beaudry Ave. Los Angeles, CA 90017

Consortium Contact for the ESEA Flexibility Request

Name: Mr. Rick Miller

Position and Office: Executive Director, CORE (California Office to Reform Education)

Contact's Mailing Address:
1107 9th Street, Ste. 500
Sacramento, CA 95814

Telephone: 916-441-2917

Fax: 916-244-0250

Email address: rickm@caedpartners.org

District Superintendent (Printed Name): Ramon Cortines	Telephone: (213) 241-1000
Signature of the District Superintendent: X	Date: 9/2/15

The District, through its authorized representative, agrees to implement the contents of this waiver request.

Legal Name of Requester: Oakland Unified School District	Requester's Mailing Address: 1025 Second Avenue Oakland, CA 94606

Consortium Contact for the ESEA Flexibility Request

Name: Mr. Rick Miller

Position and Office: Executive Director, CORE (California Office to Reform Education)

Contact's Mailing Address:
1107 9th Street, Ste. 500
Sacramento, CA 95814

Telephone: 916-441-2917

Fax: 916-244-0250

Email address: rickm@caedpartners.org

District Superintendent (Printed Name): Antwan Wilson	Telephone: (510) 434-7790
Signature of the District Superintendent: X	Date: 9/2/15

The District, through its authorized representative, agrees to implement the contents of this request.

Legal Name of Requester: San Francisco Unified School District	Requester's Mailing Address: 555 Franklin Street San Francisco, CA 94102

Consortium Contact for the ESEA Flexibility Request

Name: Mr. Rick Miller

Position and Office: Executive Director, CORE (California Office to Reform Education)

Contact's Mailing Address:
1107 9th Street, Ste. 500
Sacramento, CA 95814

Telephone: 916-441-2917

Fax: 916-244-0250

Email address: rickm@caedpartners.org

District Superintendent (Printed Name): Richard A. Carranza	Telephone: (415) 241-6121
Signature of the District Superintendent: X___ _____	Date: 9/2/15

The District, through its authorized representative, agrees to implement the contents of this waiver request.

Legal Name of Requester: Santa Ana Unified School District	Requester's Mailing Address: 1601 East Chestnut Avenue Santa Ana, CA 92701

Consortium Contact for the ESEA Flexibility Request

Name: Mr. Rick Miller

Position and Office: Executive Director, CORE (California Office to Reform Education)

Contact's Mailing Address:
1107 9th Street, Ste. 500
Sacramento, CA 95814

Telephone: 916-441-2917

Fax: 916-244-0250

Email address: rickm@caedpartners.org

District Superintendent (Printed Name): Rick L. Miller	Telephone: (714) 558-5501
Signature of the District Superintendent: X	Date: 9/2/15

The District, through its authorized representative, agrees to implement the contents of this waiver request.

Waivers

By submitting this updated waiver request, the participating LEAs that are part of the CORE Districts request flexibility through waivers of the requirements of the Elementary and Secondary Education Act of 1965 (ESEA) listed below and their associated regulatory, administrative, and reporting requirements by checking each of the boxes below. The provisions below represent the customized areas of flexibility requested.

1. The requirements in ESEA section 1116(b) to take currently required improvement actions. This waiver would not relieve the participating LEAs of the obligation to identify schools for improvement, corrective action, or restructuring, as appropriate, but would relieve the LEAs and schools of the obligation to take the currently required actions associated with those identifications.

Note: Because the participating LEAs are continuing to identify schools for improvement, corrective action, and restructuring, the LEAs will remain eligible to receive funds that are contingent on having schools so identified, such as School Improvement Grant (SIG) funds and funds reserved by the SEA under ESEA section 1003(a).

2. The requirements in ESEA section 1116(c)(7) and (10), so that a participating LEA that is identified for improvement or corrective action under ESEA section 1116(c) would not be required to take improvement or corrective actions required by that section.

3. The requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40 percent or more in order to operate a school-wide program. The participating LEAs request this waiver so that they may implement interventions consistent with the turnaround principles or interventions that are based on the needs of students in a school and designed to enhance the entire educational program in the school in any priority or focus school that meets the definition of "priority school" or "focus school", respectively, set forth in the document titled *ESEA Flexibility* even if those schools do not have a poverty percentage of 40 percent or more.

4. The requirements in ESEA section 2141(a) for an LEA that does not meet its targets with respect to highly qualified teachers for two consecutive years to comply with certain requirements for improvement plans regarding highly qualified teachers. The participating LEAs request this waiver to allow the LEAs more flexibility in how they use Title I and Title II funds to focus on developing and implementing more meaningful evaluation and support systems.

5. The limitations in ESEA sections 6123(b)(1) and 6123(d)(2) that limit the amount of funds an LEA may transfer from certain ESEA programs to other ESEA programs. The participating LEAs request this waiver so that they may transfer up to 100 percent of the funds they receive under the authorized programs among those programs and into Title I, Part A. the participating LEAs will not need to modify their plans related to any transferred funds or to notify the SEA regarding the transfer.

6. The requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based on that rank ordering. The participating LEAs request this waiver in order to permit them to serve a Title I-eligible high school with a graduation rate below 60 percent that the LEA has identified as a priority

school even if that school does not otherwise rank sufficiently high to be served under ESEA section 1113.

Assurances

By submitting this request, participating LEAs assure that:

1. They request the waivers of the above-referenced requirements based on their agreement to implement the plans and other elements of their request.

2. They will evaluate and, based on the evaluation, revise their own administrative requirements to reduce duplication and unnecessary burden on schools.

3. Prior to submitting this request, they provided the SEA with notice and a reasonable opportunity to comment on the request.

4. Prior to submitting this request, they provided notice and information regarding the request to the public in the manner in which each LEA customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its website) and has attached a copy of, or link to, that notice.

5. They will provide to the Department, in a timely manner, all required reports, data, and evidence regarding progress in implementing the plans contained throughout this request, and will ensure that all such reports, data, and evidence are accurate, reliable, and complete or, if they are aware of issues related to the accuracy, reliability, or completeness of their reports, data, or evidence, they will disclose those issues.

6. They will report annually on their LEA report cards for the LEA as a whole and for each school for the "all students" group and for each subgroup described in ESEA section 1111(b)(2)(C)(v)(II): information on student achievement at each proficiency level; data comparing actual achievement levels to the approved waivers' annual measurable objectives; the percentage of students not tested; performance on the other academic indicator for elementary and middle schools; and graduation rates for high schools. The LEAs will annually report all other information and data required by ESEA section 1111(h)(2)(B). They will ensure that all reporting is consistent with *State and Local Report Cards Title I, Part A of the Elementary and Secondary Education Act of 1965, as Amended Non – Regulatory Guidance* (Feb. 8, 2013).

Consultation

An SEA must meaningfully engage and solicit input from diverse stakeholders and communities in the development of its request. To demonstrate that an SEA has done so, the SEA must provide an assurance that it has consulted with the State's Committee of Practitioners regarding the information set forth in the request and provide the following:

1. A description of how the SEA meaningfully engaged and solicited input on its request from teachers and their representatives.

The CORE Waiver renewal application and the plans presented herein were developed by all six of the Participating LEAs' superintendents and district level administrative staff members in collaboration with teachers' and principals' and their bargaining units, as well as other stakeholders (as described below). CORE staff have convened a series of meetings and communications to elicit input from Participating LEAs' superintendents and other high-level administrators. These consultations have helped shape this renewal application and they have continued as CORE has further developed and refined its Waiver renewal application in light of feedback from stakeholders and USED upon reviewing our earlier approved application and renewal extension. Within each LEA, administrators have and continue to collaborate with site leaders and teachers and their bargaining units in developing the plans for teacher, principal evaluation, implementation of the Common Core State Standards (CCSS), and other aspects of the CORE School Quality Improvement System. This process seeks ongoing, detailed stakeholder feedback and brings that input back to the working group of CORE staff and Participating LEA administrators. In this outreach process Participating LEAs have been assisted by CORE staff, who have developed presentations and other supporting resources for outreach to teachers and their representatives and participated in some of these meetings. The Waiver renewal application has thus been refined and built out through an iterative process, informed by the priorities, perspectives, concerns raised by LEA administrators, teachers and their representatives, as well as other key districts' stakeholder groups. The process has enabled the CORE LEAs to establish common approaches and timelines to carry out CCSS implementation, district and school accountability and teacher and principal evaluation plans while allowing for local flexibility. In Appendix G is a summary of stakeholder outreach and evidentiary examples (meeting agendas, minutes, etc.) related to this Waiver renewal application conducted in the Participating LEAs. As CORE has worked collaboratively to finalize the proposed accountability model and to address USED requests in the original development, CORE necessarily addressed several issues raised by Participating LEA superintendents based on feedback from teachers and other stakeholder groups in their districts. Examples include:

- winnowing the three original School Quality Improvement Index from three domains to two domains by combining the Social-Emotional Learning and Culture Climate domains into one single domain
- established metrics that utilize administrative data (high school readiness, chronic absence, suspension rates, English Learner redesignation, special education disproportionality)
- designed an approach with recommended control variables for the CORE Growth Model
- developed Educator Evaluation Guidelines and principles for including student learning within educator evaluation systems (for tested and non-tested grades and subjects)

The Waiver renewal application incorporate input from numerous national and/or statewide educator, research, advocacy, and non-profit organizations. Those groups included, but were not limited to: John W. Gardner Center, Education Trust West, Transforming Education, Panorama, Association of School Administrators Superintendents' Council representatives and staff, County Office of Education Superintendents, WestEd, the Parthenon Group, and Teachers on Special Assignment in Participating LEAs. CORE was also been advised directly by Michael Fullan, Professor Emeritus at the Ontario Institute for Studies in Education at the University of Toronto, and Special Adviser on Education to Dalton McGuinty, the Premier of Ontario. The input from these groups and experts has informed the renewal application on issues including: professional development to support implementation of the Common Core State Standards; designing and weighting components of a strong, effective alternative accountability model; setting aggressive but achievable goals for student achievement and eliminating subgroup gaps; the rationale for and evidence supporting the inclusion of measures such as social-emotional factors and results of stakeholder surveys as viable indicators of school performance; effective interventions for schools that do not meet growth targets; and effective processes for evaluating, recognizing, and supporting teachers, principals and superintendents.Moreover, on an ongoing basis during the development of this Waiver renewal application, CORE staff maintained communication with and sought input from key constituencies such as the State Board of Education, California Department of Education, and the Association of California School Administrators.

Each of the Participating LEA Superintendents signed the Memorandum of Understanding included in our Waiver application. In doing so, each LEA remains committed to involving teachers and their representatives as to full Waiver implemention. This process of consultation with teachers, administrators and their bargaining units remains as an ongoing commitment of the CORE Waiver whereby all participating LEAs commit to communicate regularly with these key stakeholders in a formative process to continuously improve both accountability and support for teachers. In addition to ensuring alignment of classroom instruction with the college- and career-ready standards reflected in the Common Core State Standards, teachers and principals in all participating LEAs – and in LEAs that sign on to the Waiver in the future – will engage in efforts such as cross-classroom or -department teacher collaboration on using student data to inform instruction, focused on promoting consistent achievement growth so that all students graduate from high school ready for college and careers.

All participating LEAs specifically involved their teacher, administrator and classified employee unions in the decision to apply for an extension of the CORE Waiver. Examples of how the LEAs engaged their labor partners included:

- Regularly scheduled LEA/Labor communication meetings or negotiation processes
- Written newsletters
- Specific outreach meetings to garner input and experiences related to the waiver content and implementation
- General informational presentations

Evidentiary examples of the above references can be found in Appendix G.

Teachers and principals also participate in peer review and support activities via learning collaboratives facilitated by CORE. Since every LEA has a different bargaining agreement in place and experience unique changes related to waiver implementation, CORE employs a decentralized

approach that engaging teachers and bargaining representatives locally to advance the work for each component of the waiver.

2. A description of how the SEA meaningfully engaged and solicited input on its request from other diverse communities, such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, and Indian tribes.

CORE still believes that a decentralized approach is necessary to gather the input required to meaningfully represent each participating district. The input process has been facilitated in a manner that was respectful of the unique culture and character of each respective community. To support the update of this Waiver renewal application, each participating LEA has initiated and maintained efforts to engage its local community. As documented in Appendix G, audiences, forums, and participants in this local engagement work have varied from district to district. Such audiences included local school boards; community forums attended by parents, students, and other community members; School Site Council meetings; parent liaisons from Title I schools; PTA Executive Council; district English Language Advisory Committees; Parent Advisory Committees; Student Advisory Councils; Community Advisory Councils; emails to district/school staff; postings about the evolving Waiver application and renewal on district web sites; news releases to local communities; and convenings of local business and educational leaders. Participating district teams have engaged and sought input for the Waiver development, finalization and renewal resubmission from diverse stakeholder groups in the following ways:

- LEAs averaged more than 20 stakeholder inputs sessions addressing the waiver extension request
- Survey links on all district websites
- School board resolutions and participation approval action
- Survey questionnaire link on the CORE website
- Outreach to broader education partners.
- Regular and ongoing engagement efforts with labor partners which include teachers, district and school site administrators and classified employees.

Specific data references, comments decision points and outreach examples can be found in Appendix G, Stakeholder Consultation.

- Oakland USD deeply engaged the communities of district focus schools to garner input into reimagining an instructional program that ensures the academic success of all students. The feedback collected was considered in the design of school reform planning and instructional delivery.

In preparation for requesting waiver renewals, each of the participating LEAs worked to engage all stakeholders through information dissemination and engagement sessions to invite feedback and experience sharing. Specific outreach efforts were made to parents and communities of representative student groups, which included but were not limited to students with disabilities, English learners and students living in poverty. Example stakeholder groups that all LEAs reached out to were Community Advisory Committees, Title One parent groups, School Site Councils, English Learner Advisory Councils, Parent Teacher Association groups, as well as other locally based representative community groups. (Evidence such as presentations, meeting notices,

engagement worksheets, agendas and information sources are included in Appendix G.)

All participating LEAs that participate in the CORE Waiver have committed to engage in ongoing processes of engagement with their diverse stakeholders and communities to inform, support, and solicit feedback regarding the ongoing planning and implementation of the Waiver stipulations. Participating LEAs shall apply the Consultation High Quality Plan (See Table 1 below) to solicit and incorporate local stakeholder feedback and will report to CORE all collected feedback, comments, and concerns. CORE will continue aggregate all collected feedback, comments, concerns and information for consideration and/or application by the CORE board as well as share with the USED as applicable.

Table 1. Consultation High Quality Plan

Key Milestone or Activity	Timeline	Parties Responsible	Evidence of Action (Attachments)	Resources Needed	Significant Obstacles
Stakeholder engagement has occurred to date with teachers, school leaders, parents, staff and local community	Ongoing	• Participating district superintendents, principals, and other key district personnel • CORE	• Stakeholder Engagement Documentation related to Waiver Renewal (see Appendix)	• CORE and LEA time	• n/a
CORE publicizes waiver accountability model (School Quality Improvement System) through its website, local media outlets, and other avenues	Complete; Final approved version will be added	• CORE with support from participating LEA Superintendents	• CORE communication plan (see Appendix) • Media coverage as evidenced on the CORE website	• CORE and Superintendent staff time	• n/a
For Parents: LEAs consult on waiver requirements and implementation including: use of most current accountability, intervention, and designation model; implementation of CCSS and SBAC, change in evaluation and support systems **Example outreach:** Discussion at PTA meetings and emails home Districts collect stakeholder comments and feedback Districts report any actions taken as a result of stakeholder engagement	Quarterly	• Participating district superintendents, principals, and other key district personnel • CORE to provide communications support	• LEA meeting agendas and presentations (see Appendix for sample) • LEA documentation of stakeholder comments and concerns • CORE communication plan (see Appendix)	• District Superintendent, district communications personnel, district curriculum personnel staff time • Meeting space and communications documents	• Securing meeting space, time and resources as well as publicising event to all parents may prove challenging
For Teachers: LEAs consult on waiver requirements including: application of accountability, intervention, and designation model; implementation of CCSS and SBAC, change in evaluation and support systems **Example outreach:** Discussion at staff meetings and professional development sessions publicized though all staff emails Districts collect stakeholder comments and concerns Districts report any actions taken as a result of stakeholder engagement	Quarterly	• Participating district superintendents, principals, and other key district personnel • CORE to provide communications support	• LEA meeting agendas and presentations (see Appendix for sample) • LEA collection of stakeholder comments and concerns • CORE communication plan (see Appendix)	• District Superintendent, district communications personnel, district curriculum personnel staff time • Meeting space and communications documents	• Securing meeting space, time, and resources may prove challenging

For Staff: LEAs consult on waiver requirements including: use of the current accountability, intervention, and designation model; implementation of CCSS and SBAC, change in evaluation and support systems **Example outreach**: Discussion at staff meetings and all staff emails Districts collect stakeholder comments and concerns Districts report any actions taken as a result of stakeholder engagement	Quarterly	• Participating district superintendents, principals, and other key district personnel • CORE to provide communications support	• LEA meeting minutes and agendas (see Appendix for sample) • LEA collection of stakeholder comments and concerns • CORE communication plan (see Appendix)	• District Superintendent, district communications personnel, district curriculum personnel staff time • Meeting space and communications documents	• Securing meeting space, time, and resources may prove challenging
For Local Community: LEAs consult on waiver requirements including: use of the revised accountability, intervention, and designation model; implementation of CCSS and SBAC, change in evaluation and support systems **Example outreach:** Discussion at town hall meetings publicized through local bulletins Districts collect stakeholder comments and concerns Districts report any actions taken as a result of stakeholder engagement	Quarterly	• Participating district superintendents, principals, and other key district personnel • CORE to provide communications support	• LEA meeting minutes and agendas (see Appendix for sample) • LEA collection of stakeholder comments and concerns • CORE communication plan (see Appendix)	• District Superintendent, district communications personnel, district curriculum personnel staff time • Meeting space and communications documents	• Securing meeting space, time, and resources may prove challenging
All districts will hold at least one annual consultation and training session with Principals and key leadership from priority, focus, and reward schools on School Quality Improvement System and the intervention and support requirements of priority, focus, and reward schools under the waiver Districts collect stakeholder comments and concerns Districts report any actions taken as a result of stakeholder engagement	Annual	• Participating districts • CORE to provide communications support	• LEA collection of stakeholder comments and concerns • CORE communication plan (see Appendix)	• District, school, and CORE staff time • Meeting space and communications documents	• Ensuring 100% participation from key schools personnel may require additional outreach sessions in each district
District Superintendents and Labor Relations teams engage collective bargaining units in communicating and forming consensus around changes to elements of educator evaluation systems under the requirements of the waiver	on-going with annual milestones	• District Superintendents and Labor Relations teams	• Updated collective bargaining agreements upon completion • Meeting agendas and minutes	• Staff time from key district personnel • Support from CORE and other participating districts as needed	• Engaging bargaining units may be a challenging and lengthy process
Districts report comments and concerns from stakeholder engagement efforts to CORE by April 15th. CORE will aggregate the data and the CORE Board will determine response to aggregated comments and concerns. Districts will be responsible for responding to all non-CORE-wide comments and concerns.	Annual	• District leadership • CORE • CORE Board	• Aggregated comments and concerns as available	• District, school, and CORE staff time	• Comments and concerns may vary greatly by district, making CORE-wide responses challenging to implement
Priority and Focus schools engage school advisory councils with stakeholder participation (such as teacher, parent staff, and community representation) Advisory council participate in school needs assessments and development of intervention plans	Annual	• District leadership	• Meeting agendas and minutes	• District, school and stakeholder time	• Securing meeting space, time, and resources as well as soliciting stakeholder participation may prove challenging

Evaluation

The Department encourages an SEA that receives approval to implement the flexibility to collaborate with the Department to evaluate at least one program, practice, or strategy the SEA or its LEAs implement under principle 1, 2, or 3. Upon receipt of approval of the flexibility, an interested SEA will need to nominate for evaluation a program, practice, or strategy the SEA or its LEAs will implement under principles 1, 2, or 3. The Department will work with the SEA to determine the feasibility and design of the evaluation and, if it is determined to be feasible and appropriate, will fund and conduct the evaluation in partnership with the SEA, ensuring that the implementation of the chosen program, practice, or strategy is consistent with the evaluation design.

☒ Check here if you are interested in collaborating with the Department in this evaluation, if your request for the flexibility is approved.

Overview of SEA's Request for the ESEA Flexibility

Provide an overview (about 500 words) of the SEA's request for the flexibility that:

1. explains the SEA's comprehensive approach to implement the waivers and principles and describes the SEA's strategy to ensure this approach is coherent within and across the principles; and
2. describes how the implementation of the waivers and principles will enhance the SEA's and its LEAs' ability to increase the quality of instruction for students and improve student achievement

Eight California school districts: Fresno, Long Beach, Los Angeles, Oakland, Sacramento City, San Francisco, Santa Ana, and Sanger unified school districts, representing more than a million students, came together in 2012 to form a learning cooperative called the California Office to Reform Education (CORE). The Districts are focused on deep learning and sharing practices in the two critical areas: effective implementation of the Common Core State Standards and building social capital. In order to further their work, the Districts collectively decided to seek an ESEA Flexibility waiver and organized a process to include Local Education Agencies (LEAs) throughout the state that shared a commitment to this reform work. Since 2012, six of the originating LEAs remain banded together to apply for renewal of the CORE waiver for continued implementation. In 2014 Sacramento City Unified School District and in 2014, Sanger Unified School District removed themselves from participation in the CORE Waiver. While both districts are not formally held accountable for the mutual commitments in the Waiver, both districts remain engaged in the CORE work and learning. Many of the elements found in this Waiver also remain as metrics in the districts' accountability frameworks and day to day system work. This CORE waiver renewal application includes a Memorandum of Understanding (MOU)[1] (Appendix A) and a detailed description of these commitments, including the intention to allow any LEA in the state to sign on should the application be approved.

CORE's waiver is rooted in shared learning and responsibility for student achievement. It is designed to instill a new collective and individual moral imperative to prepare all students for successful futures—nested in the specific needs of California students, with an all-encompassing focus on eliminating disparities between subgroups. This plan is grounded in the concept of moral imperative highlighted in the work of Michael Fullan, Ph.D.[2] and described succinctly in his paper "Choosing the Wrong Drivers for Whole System Reform."[3] It also incorporates recommendations from the state's report "Greatness by Design: Supporting Outstanding Teaching to Sustain a Golden State," acknowledging that achieving success for all students hinges on teacher effectiveness, but that real reform depends on the collective responsibility of the entire system, and not the heroics of the individual teacher.[4]

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[1] The purpose of the MOU is to establish a framework of collaboration amongst the CORE Districts and other Participating LEAs, as well to as articulate specific LEA roles and responsibilities in support of CORE in its implementation of an approved Request for Flexibility application. By signing this MOU, the Participating LEAs agree to be held responsible to the U.S. Department of Education (ED) for fulfilling the commitments outlined in Exhibit I of the MOU with support from CORE.

[2] Professor Emeritus at the Ontario Institute for Studies in Education at the University of Toronto, and Special Adviser on Education to Dalton McGuinty, the Premier of Ontario.

[3] Fullan, M. (2011). *Choosing the Wrong Drivers for Whole System Reform*. Centre for Strategic Education. Retrieved 2012, from http://www.michaelfullan.ca/media/13396088160.pdf.

[4] California Department of Education. (2012). *Greatness by Design: Supporting Outstanding Teaching to Sustain a Golden State*. Educator Excellence Taskforce. Retrieved 2012, from http://www.cde.ca.gov/eo/in/documents/greatnessfinal.pdf.

With this waiver, CORE does not seek to escape FROM accountability. Instead, CORE is asking for a waiver INTO a new system with a higher level of shared responsibility and accountability but propelled by the right drivers to achieve the system's ultimate purpose: all students prepared for college and careers, and the elimination of disparity and disproportionality on multiple critical measures of student success.

This plan is designed with recognition that the expectations for meeting students' needs has been too narrow for too long; LEAs have too often been chasing success in a system that does not define success in a comprehensive or rigorous way. CORE Districts are ready to be held to a more comprehensive and higher standard on a range of measures that are collectively believed to be superior indicators of students' college and career readiness, and more effective drivers of change.

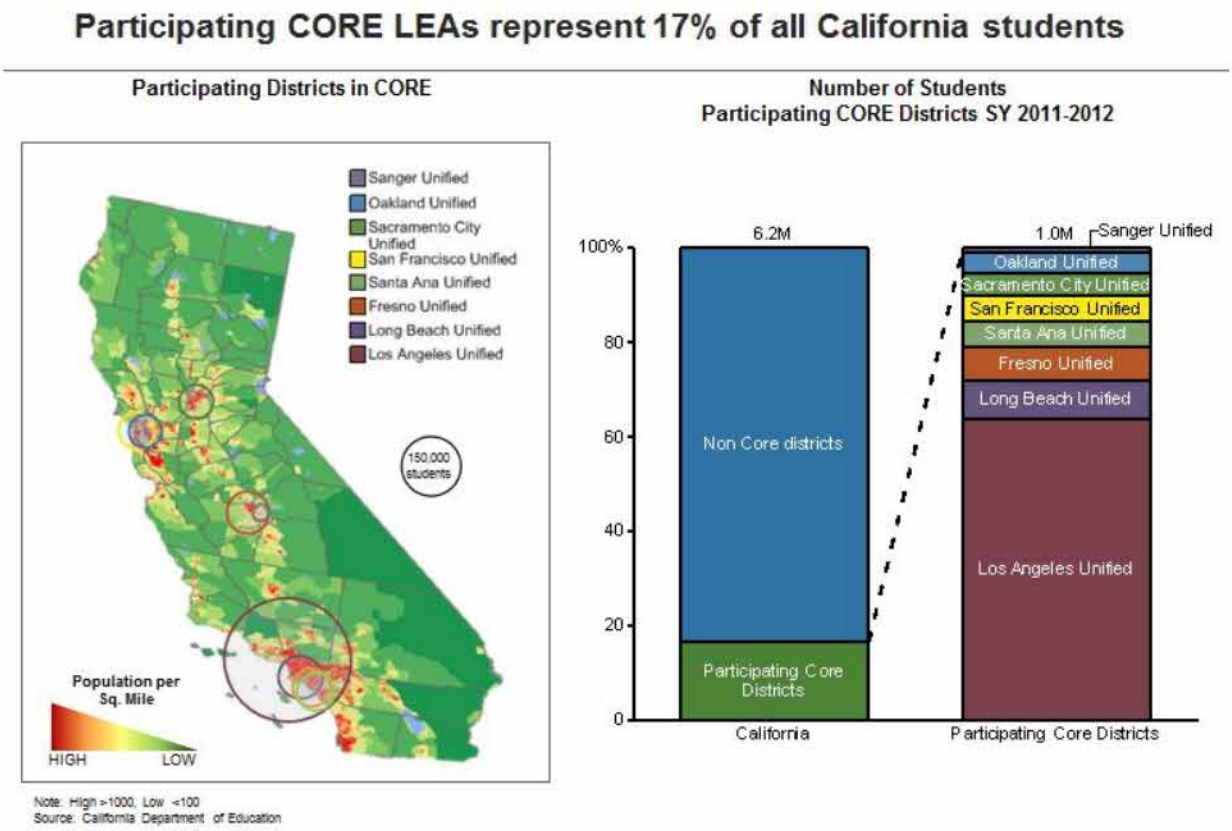
The CORE waiver proposal is built upon four foundational goals that align to, and extend beyond the three principles of the waiver guidelines:

1. College- and Career-Ready Expectations for All Students;
2. A focus on collective responsibility, accountability, and action that emphasizes capacity-building over accountability;
3. The development of Intrinsic Motivation for Change through Differentiated Recognition, Accountability, and Support for Schools; and
4. Focused capacity-building for Effective Instruction and Leadership.

CORE's obligation to implement meaningful reform in California public schools is urgent. CORE Districts alone serve more than 1 million students and represent 17 percent of all California students. The state's underserved population is strongly represented in CORE Districts, comprised predominantly of minority students living in poverty, and more than 250,000 students who are English Learners—creating a powerful opportunity to address the state pattern of certain groups of children repeatedly achieving below children in other groups. On the National Assessment of Educational Progress (NAEP) and California's own standards-based tests (CSTs), poor students, African Americans and Latinos, and English learners are overrepresented among students scoring at the lowest levels and underrepresented among the highest scoring. Other measures of student achievement—including dropout and graduation rates, completion of the a–g courses required for eligibility to the state's four-year universities, and college admissions—reveal similar achievement patterns between these groups of students and their peers. These results are important because they predict later success, including students' ability as adults to secure jobs that pay a living wage.[5]

[5] EdSource. *The Achievement Gap in California*. Retrieved 2013, from http://www.edsource.org/stu_achivegap.html.

Figure 1. Original Participating CORE LEA Representation in California



CORE believes that these statistics and collaborative desire to ensure high levels of learning for all students justify the presentation of this unique application, and set an important precedent for the moral imperative for reform and student-centered decision making. Developing the work through the district and practitioner perspective at the outset, and allowing LEAs to opt-in rather than simply comply with state-level decisions, will enable districts to implement this work with greater ownership and ease, enhancing the collective movement toward ensuring that every student graduates college- and career-ready.

CORE's collaboration starts with a deep, underlying commitment to change educational culture from one of individual accountability based on a narrow assessment portfolio to a system of accountability that holistically values the many additional factors that contribute to ensuring school and district conditions that produce high levels of learning for all students. The CORE Districts desire flexibility, not to avoid accountability, but to embrace and expand it to ensure that the right drivers are included. The Districts also share a deep belief in local control not because of the desire to escape statewide expectations but because each community is truly unique. The theory is that by allowing local innovation nested in a collaborative approach and an unwavering dedication to high expectations, each district will get better, more contextually relevant results. As a collaborative group of Districts focused on continuous improvement, CORE is committed to regularly convening and purposefully ensuring learning from each other's successes and failures, not because of state or federal mandate to meet, but because of a moral imperative to serve children.

Recognizing that CORE's application is unique given the lack of direct involvement from the state education agency, the CORE Districts have undertaken quite a bit of research into governance and

mutual responsibility in consultation with the leadership from the Association of California School Administrators (ACSA). Through a common Memorandum of Understanding (MOU) the CORE LEAs will demonstrate their commitment to mutual accountability and transparency. The purpose of the MOU is to establish a framework of collaboration and shared accountability among all Participating LEAs, including the original CORE Districts, to articulate specific roles and responsibilities in support of implementation. Appendix A of this application has a copy of the proposed MOU. This application builds on the MOU framework with a strategic vision for aggressive education reform embodied in a clear and credible path to implementation. If at any point an LEA is unable or unwilling to uphold the commitments within the MOU, the commitment can be rescinded and the LEA returned to the existing California NCLB accountability workbook.

The CORE accountability framework:

1. Holds participating LEAs accountable for commitments made in the MOU and waiver application;
2. Provides forums for continued collaboration among participating districts;
3. Inspires LEAs to comply based on a moral imperative, rather than a punitive compliance structure, the key tenets of which are:
    a. Aligned to a clear and compelling reform mission and agenda;
    b. Peer driven;
    c. Low cost and low impact on personnel workloads in order to be sustainable in the long term; and
    d. Based on expectations that system leaders will hold themselves and their colleagues mutually accountable to gain the benefits of the waiver.

At its heart, CORE's goal is to establish a system of accountability – the School Quality Improvement System – rooted in a moral imperative to educate all children and engineered on a foundation of transparent data sharing and mutual accountability. Within the peer driven system of the CORE waiver proposal, CORE facilitates and provides a central point of contact for waiver activities for the LEAs and support the oversight panel and to help ensure good communication among the entire organization and consortium. The School Quality Improvement Oversight Panel serves in a capacity to ensure LEA fulfilment and is further discussed later in this document. Additionally expertise within CORE, its external partners/ vendors and participating LEAs' schools and central offices will be used to provide accountability, support, and assistance across the system. For example, within this system, all participating LEAs share their data with an agreed upon third party aggregator (e.g. The John W. Gardner Center for Youth and Their Communities at Stanford University) that helps to organize and display the information. If the data identifies a struggling school, it is teamed with a demographically similar high-performing school to be an ongoing partner for improvement. CORE has evidence of the effectiveness of this kind of model from experiences within the Fresno-Long Beach Learning Partnership.

The Fresno-Long Beach Learning Partnership

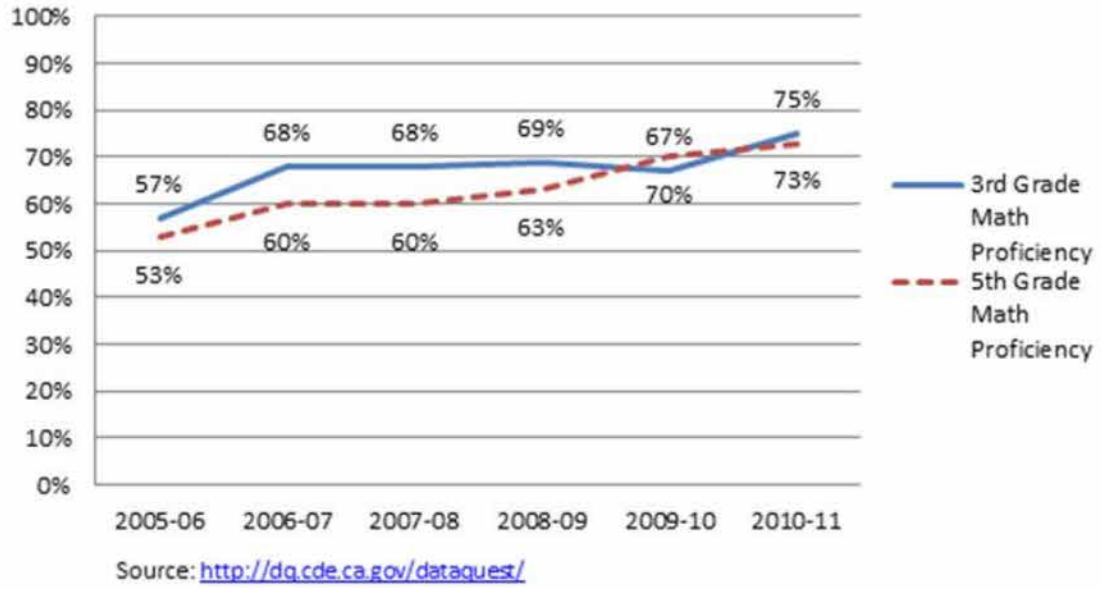
Established in 2008, the Fresno-Long Beach Learning Partnership serves as a useful example of cross-district collaboration. The overarching goal of the Partnership is to graduate students prepared for success in higher education or for a career with significant growth potential. With this goal in mind, the third and fourth largest districts in California identified three major areas of focus for their joint endeavors: enhancing mathematics instruction, improving outcomes for English

learners (ELs), and developing strong leaders at the school and district levels.[6]

The Partnership's work in mathematics specifically incorporated an approach to instruction (MAP2D) first developed by a single teacher in the elementary grades in Long Beach that had resulted in steady gains in mathematics achievement throughout the district (Figure 2).

Figure 2. Long Beach Unified School District Mathematics Proficiency

2005-06 through 2010-11

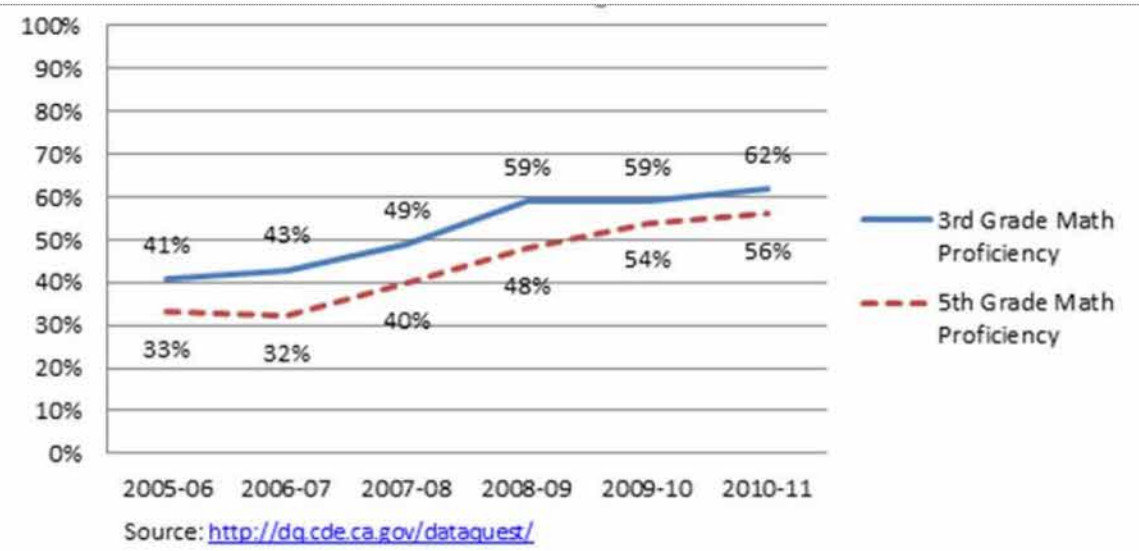


Leaders in Fresno learned about Long Beach's success through a Collaborative on District Reform and agreed to a learning partnership around the work. The formalization of the Partnership focused both districts' attention and resources on this work and in 2007–08 resulted in Fresno piloting an approach to mathematics instruction modeled on the Long Beach program. As a result of this widespread, focused attention on mathematics instruction, Fresno also saw significant gains in mathematics scores (Figure 3).

Figure 3. Fresno Unified School District Mathematics Proficiency

2005-06 through 2010-11

[6] Duffy, H., Brown, J., Hannan, S., O'Day, J. (2011) *Separate Paths, Common Goals: Cross-district Collaboration on Mathematics and English Learner Instruction*. Retrieved 2013, from http://www.cacollaborative.org/pdf/CA_Collaborative_Fresno_LB_Brief3.pdf.



Two-Way Learning

Fresno was clearly able to learn from Long Beach's implementation of MAP2D. The conversations across districts allowed Fresno to accelerate its implementation of the instructional approach—going district wide much more quickly than Long Beach had. However, both districts benefited from the process; Long Beach staff has been quick to point out that it is only through sharing ideas like MAP2D with outsiders that leaders, coaches, and teachers were able to articulate the thinking behind their practice. Long Beach leaders believe that this has resulted in deeper learning for Long Beach teachers, coaches, and principals. Another example of lessons Long Beach has taken from Fresno concerns the mathematics placement practices that Fresno piloted as part of its Equity and Access initiative that has focused attention on student access to rigorous academic courses.

Accountability for the mutual accountability structure falls across four domains:

1. Self-monitored;
2. Peer-monitored/Peer reviewed;
3. CORE facilitated; and
4. External Partner analysis/facilitated.

It is CORE's intention to use data to drive all actions and to rely on peer-to-peer collaboration and support as much as possible. For example, all Participating LEAs send data to an agreed-upon third-party aggregator that produces both accountability metrics and learning dashboards. A school's identification as Priority, Focus, or School of Distinction (Reward) results from the agreed-upon formula, Participating LEAs are then paired together and through transparent reporting hold each other accountable for action. In some instances, CORE or another third-party partner play coordinating roles to assist. Below are several examples of how CORE expects to build this system in relation to particular ESEA waiver Priorities.

Figure 4. Monitoring of Principle 1 Commitments

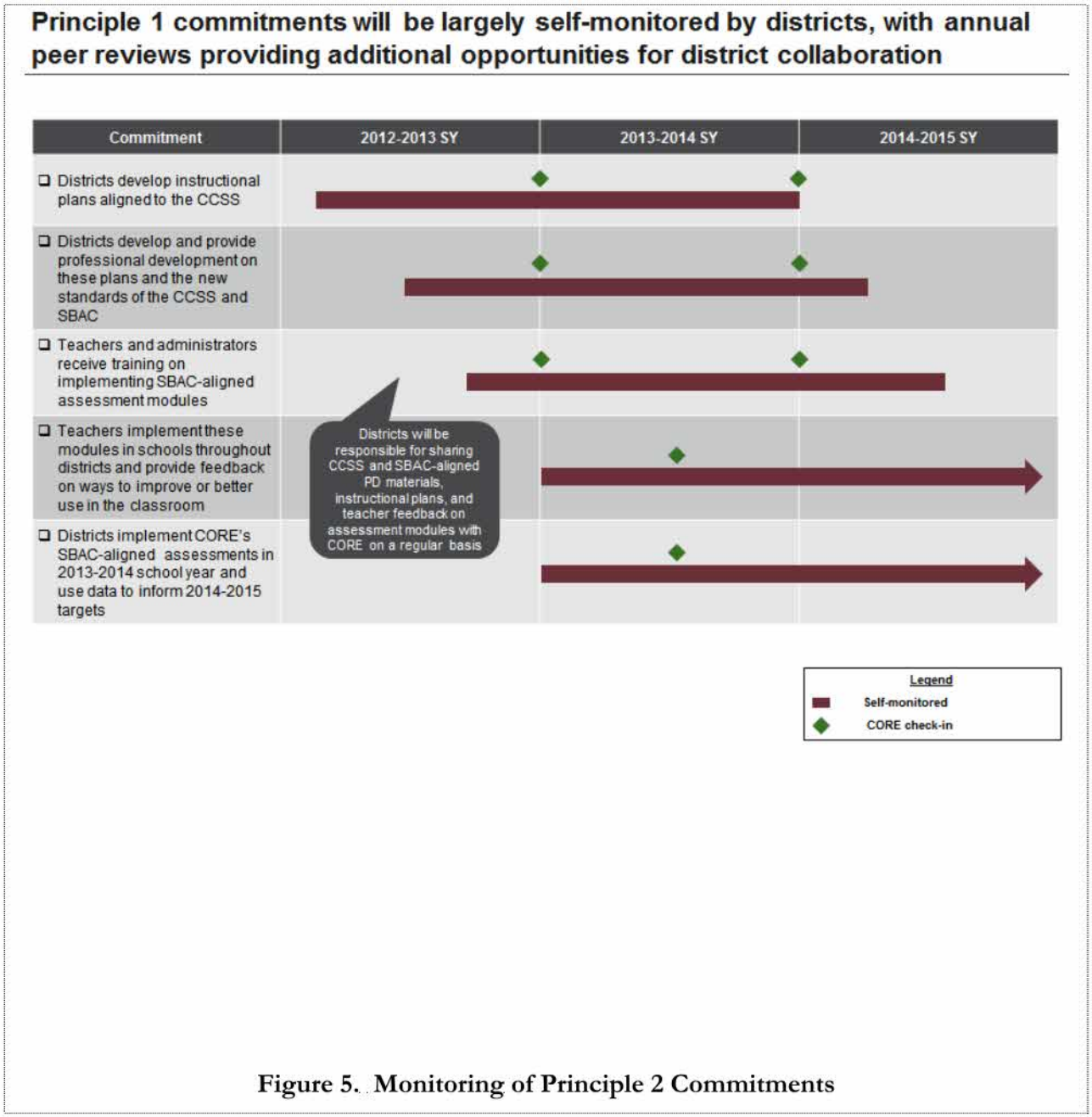


Figure 5. Monitoring of Principle 2 Commitments

Many Principle 2 commitments will be managed through dual processes between the districts and external partners

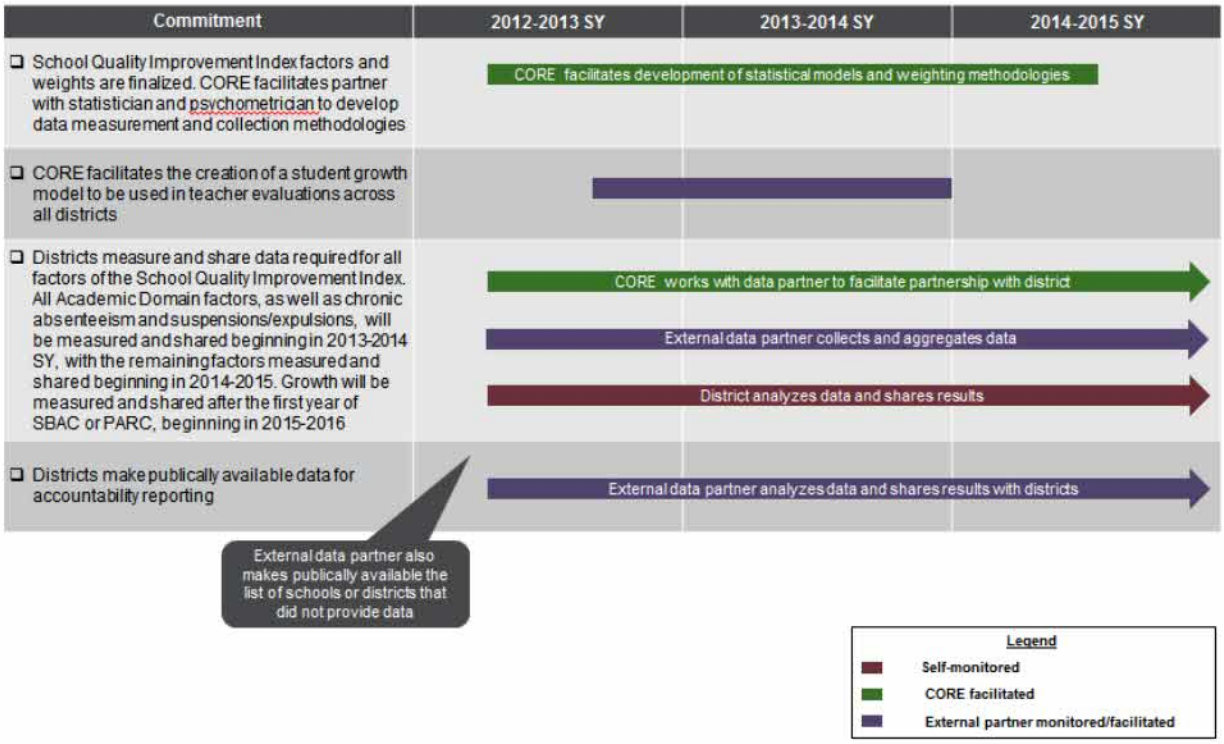


Figure 6. Monitoring School Quality Improvement System Commitments

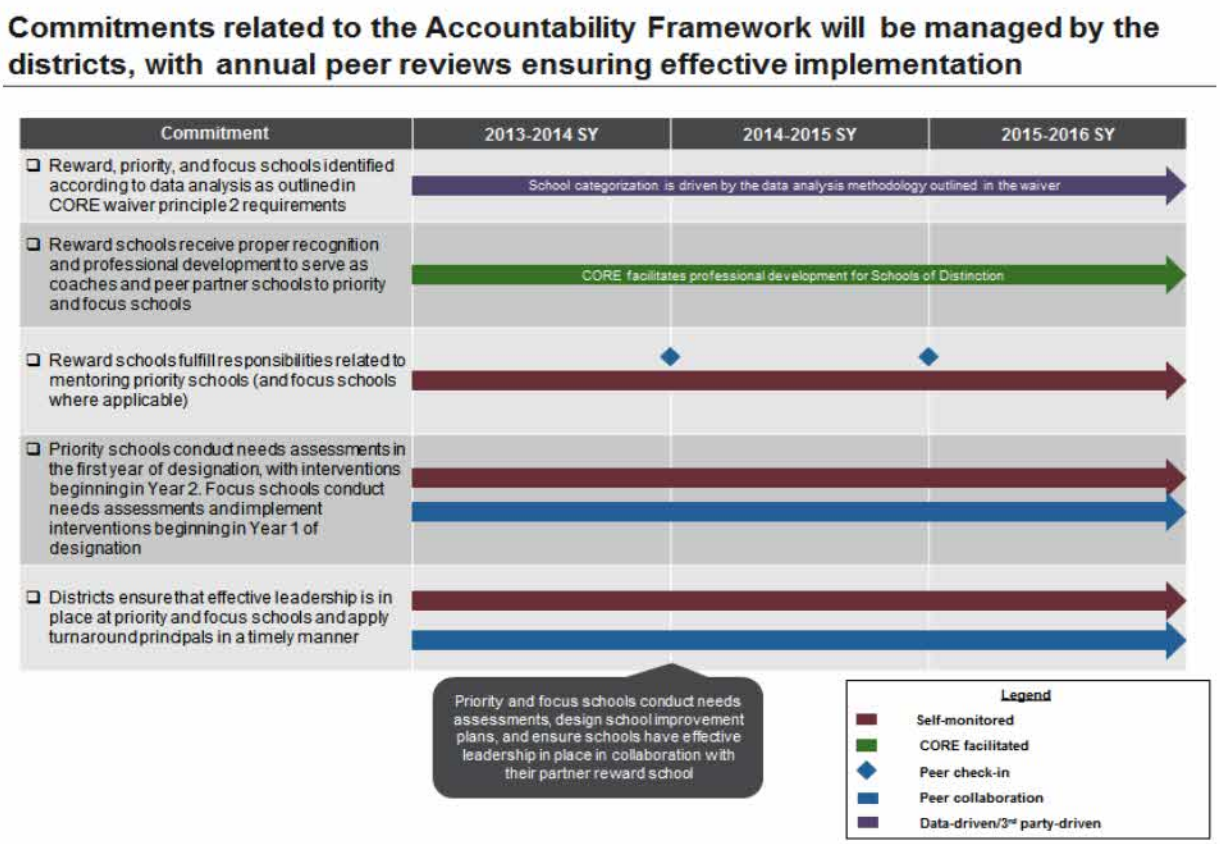
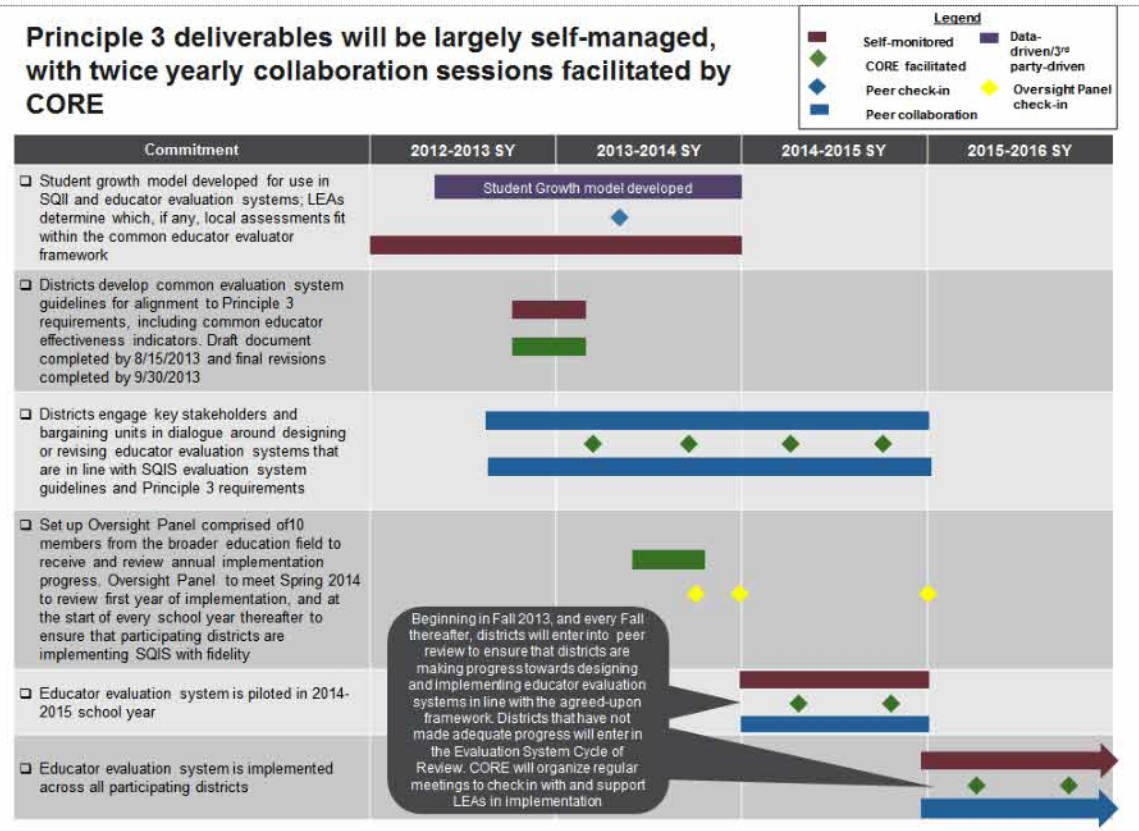


Figure 7. Monitoring of Principle 3 Deliverables



The CORE Districts feel strongly that the same shared goals called for in NCLB—get all students college- and career-ready and close achievement gaps—can be reached by holding one another mutually accountable through shared agreements and transparency rather than external sanctions. As CORE began to frame the plan that ultimately will become an alternative accountability model, several CORE superintendents spent time studying Dr. Michael Fullan's whole system approach to reform. Fullan contrasts current leading drivers to those which have been proven in international studies to result in better outcomes:

> *The right drivers—capacity building, group work, instruction, and systemic solutions—are effective because they work directly on* ***changing the culture*** *of school systems (values, norms, skills, practices, relationships); by contrast the wrong drivers [accountability, individual leadership quality, technology, and fragmented strategies] alter structure, procedures and other formal attributes of the system without reaching the internal substance of reform—and that is why they fail.*[7]

Struck by the drivers that led to a changed culture and positive and lasting improvements in Ontario, Canada, they came to believe the same approach will work in California. Thus, the application and current day-to-day work is motivated by a proposed accountability model that incorporates a similar philosophy. The approach is grounded in a fundamental commitment to improve student achievement for every child with accountability grounded in transparency and capacity-building versus external sticks and carrots. In this vein, and in alignment with ESEA Waiver tenants, CORE focuses on high-quality implementation of the Common Core State Standards (CCSS), increased support for all educators to guarantee the best possible instruction for every student, and accelerates reform in every CORE LEA and other California LEAs that join the application by agreeing with

[7] Fullan, M. (2011).

and signing the MOU.

Just like CORE believes that quality instruction is the crux of reform, Tom Torlakson, the California State Superintendent of Public Instruction (SSPI) asserts in his recently published report, "Greatness by Design" that, "Every child deserves a great teacher." By convening a taskforce co-led by Chris Steinhauser, the Long Beach Unified School District superintendent and CORE board member, the SSPI called on California educators to assess the state of the teaching profession as well as to research and discuss questions about teacher recruitment, support, and inspiration for long, productive, and highly effective careers.[8] CORE is placing great value in this body of work and references the recommendations in **Principle 3** of this application.

CORE LEAs are committed to, and already moving toward, implementation of the CCSS and in fact encouraged the California State Board of Education (SBE) to adopt them. However, the plan for statewide CCSS roll-out and support thus far has not provided the level of depth desired by many districts. Therefore, with a focus on shared responsibility and collaborative learning, CORE Districts have initiated this work. The cross-district collaboration and professional learning regarding CCSS implementation is accelerating the pace of roll-out and ensures logistical support for participating districts and schools. Detailed descriptions, implementation timelines, and the vision for CCSS transition are laid out in **Principle 1** of this application.

Additionally, CORE's proposed alternative accountability system – the School Quality Improvement System – is grounded in the concept of leveraging the right drivers for change (capacity building, group work, instruction, and systemic solutions) as presented in Dr. Fullan's work.[9] Accountability measures will combine achievement status, growth, and college- and career-readiness to ensure that all students are college- and career-ready by the time they leave the Participating LEAs' K-12 systems. It does this in large part by holistically focusing on teacher collaboration and shared responsibility as a primary driver. These holistic changes reflected in the School Quality Improvement Index call for, at a minimum, having all grade levels assessed in the California State Assessment System. In short, the expected outcome does not change but the driver is very different. The proposed School Quality Improvement System also recognizes the importance of factors beyond academic preparedness and values multiple measures of student success in social/emotional development, as well as the critical importance of a school's culture and climate. Finally, by including measures of disparity (the unequal or inequitable treatment of one group as compared to another) and disproportionality (the overrepresentation of a particular group of people in a particular group or system), the Participating LEAs are ensuring focused attention on issues of equity and access. Beyond the accountability metrics, in order to achieve college- and career-readiness for all students and to eliminate disparity and disproportionality, all Participating LEAs intend to collect and share data far beyond what is necessary for federal accountability. These additional elements include factors that all collectively agree are critical indicators of the ultimate success of students. Examples could be prekindergarten information, 3rd grade reading data, middle school transitions, a-g (4-year college admission) completion rates, etc. These data then will be transparently shared, not with threats of sanction or reprisal, but out of a moral imperative to jointly ensure Districts' systems are serving each and every student, and to identify opportunities for cross-school and district collaboration around complementary strengths and areas of growth. If student performance is lagging on any of these indicators of success, it will be highlighted so that changes can be made to keep growth in students' achievement on course.

[8] California Department of Education. (2012).
[9] Fullan, M. (2011).

All data in the identified domains are shared across districts and schools so that all Participating LEAs can 1) hold themselves and each other accountable for preparing every student for college and career, and 2) develop cross-LEA collaborative relationships with a culture of excellence, continuous improvement, and collaboration. In fact, in CORE's waiver plan, the front-line consequence for a school or district falling short on any of the measures of success is support and technical assistance by partner school teachers and leaders that are successful, measured by CORE's accountability metrics, in similar demographics. This is a paradigm shift away from a compliance-based accountability system to one driven by the collective and individual responsibility to adhere to this new set of principles, with shared responsibility and support building from educator to educator, from school to school, and from district to district.

See **Principle 2: Differentiated Recognition, Accountability and Supports** for detailed steps on how CORE will finalize and implement **the** School Quality Improvement System (which includes an alternative accountability system).

The School Quality Improvement System (CORE waiver plan) expects that every student deserves an effective teacher, and it is the collective responsibility of the school and district community to ensure that every teacher is effective. All Participating LEAs agree that student achievement growth should be included as one of multiple measures in the process of evaluating educator effectiveness. Equally, each district believes that one-size-fits-all mandates are counterproductive. These indicators will not dictate to LEAs precisely how to go about their work by mandating specific frameworks like Danielson or the California Standards for the Teaching Profession (CSTP), but instead agreed upon common high-leverage indicators, such as instructional collaboration around student achievement, that the CORE Board agree to help exemplify effectiveness.

Similarly, specific interventions priority schools might pursue will be aligned to the system reform drivers identified by Dr. Fullan, (fostering intrinsic motivation, continuous improvement, collective team work, and "allness") and aligned to the three categories of metrics that guide CORE data collection and reporting (academic achievement, social/emotional measures, and school and district culture and climate). This means focusing on interventions that, "situate the energy of educators and students as the central driving force" of change.[10] In all cases, schools that are struggling will be paired with CORE Schools of Distinction (Reward Schools) so they can observe and collaborate around successful exemplars.

Therefore, this application takes a different approach by adopting guidelines for local teacher, principal, and superintendent evaluation and support systems that allow for and encourage local innovation and implementation. The CORE Districts have begun working together to design, pilot, and implement such evaluation systems and will continue to work with participating districts on a multi-year pilot and implementation timeline. See **Principle 3: Effective Instruction and Leadership** for a detailed account of how district evaluation systems aligned to the principles laid out in the ESEA Waiver regulations are being developed and implemented.

Local California Funding Formula

A recent development in California in the form of ground breaking reform in education funding led by Governor Jerry Brown, the Local California Funding Formula (LCFF) was signed into law on July 1, 2013. LCFF overarching goal is to break away from years of restrictive categorical funding that tied the hands of educators in order to provide targeted funding that is responsive to the

[10] Fullan, M. (2011), p. 3.

varying needs of students while increasing local flexibility and accountability for resource allocation. Under LCFF, districts receive a base grant per student as well as supplemental grants for English Language learners, low-income students, and foster students. Schools in which these subgroups represent more than 50% of total enrollment will receive additional concentration grants in order to provide additional resources for traditionally underserved student groups. Additionally, each LEA is responsible for creating a local control and accountability plan that sets annual goals and describes how districts will: implement CCSS; improve students' achievement, graduation rate, and school performance; improve academic outcomes; and meet the needs of English learners, low-income students, and children in foster care. This new funding structure for LEAs is very aligned to all of the principles, accountability and commitments made in the CORE waiver proposal. Most importantly, the ethos of the CORE waiver proposal is directly aligned with that of LCFF, as it aims to provide targeted interventions and support while allowing districts and schools – those closest to the students - the flexibility to determine how to do so. Additionally, LCFF's commitment to improving outcomes for traditionally low-achieving subgroups is mirrored in the School Quality Improvement System, as subgroup performance accounts for approximately 60% of a school's overall score on the School Quality Improvement Index. Consistently low performing schools and schools with large achievement gapsare required to implement targeted interventions aimed at increasing performance across all students and specifically the subgroup whose performance lead to designation. Similar to LCFF's local accountability plan, these schools are responsible for designing 2-year intervention plans that are approved by the LEA's superintendent. On a broader level, participating LEAs created waiver implementation plans that include: details on CCSS implementation in 2013-2014; and their commitments and steps to carry out the School Quality Improvement Index and related interventions, including targeted plans for improving academic outcomes for English learners, low-income students, students with disabilities, and low-achieving students. As a result, participating LEA's did not have to produce multiple compliance reports as the LCFF document was intended be a subset of their School Quality Improvement System report.

Implementation of the School Quality Improvement System with Rigor and Fidelity

To guarantee that all Participating LEAs successfully and consistently implement the School Quality Improvement System, all LEAs are responsible for establishing local plans and protocols for carrying out and monitoring implementation elements, expectations and requirements. LEAs have used CORE Board adopted common templates and rubrics as development guidance to ensure comprehensive implementation planning and execution. LEA plans identified:

1. Who (individual or department) in each LEA serves as the lead point of contact and is responsible for coordination of implementation, monitoring and support for Title I schools and others that may participate in the School Quality Improvement System;
2. Activities and commitments to carry out the LEA's plan to implement CCSS at the start of the 2013-14;
3. The commitments and steps to carry out the School Quality Improvement Index and related interventions;
4. The process for development, stakeholder engagement and implementation of teacher and principal evaluation systems;

To ensure results-driven innovation and accountability, CORE embraces systemic reform that is based at the LEA level. Therefore, based on the individual Participating LEA implementation efforts, flexibility is evident in implementation activities of the School Quality Improvement System

expectations. However, the Participating LEAs agree to stay tethered to the joint agreement designed around ambitious academic progress targets and shared goals defined in this waiver application and outlined in the MOU.

LEA Implementation of the School Quality Improvement System, Monitoring and Escalating Interventions

Participating LEAs promise to hold each other accountable for decision-making at the local level based on the three waiver principles that make up the larger School Quality Improvement System they also agree that an external representative body of related educational experts will increase the transparency and rigor of the comprehensive system.

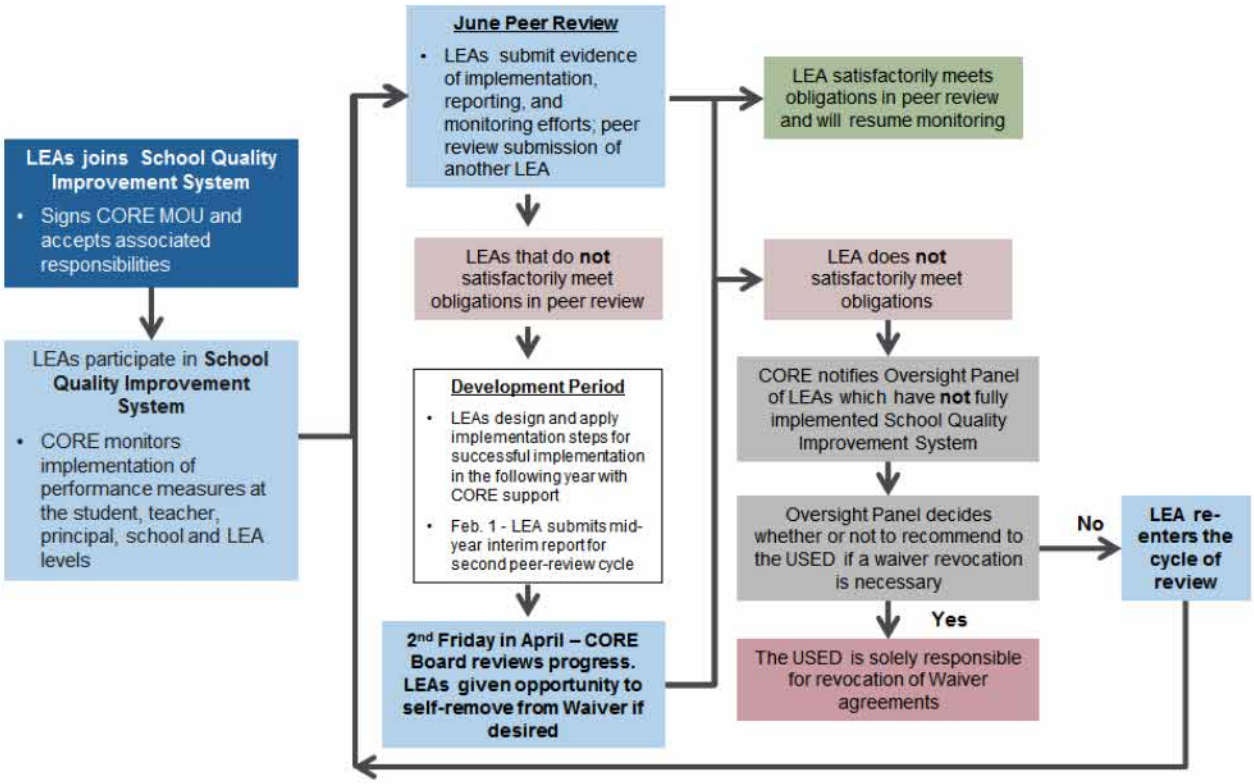
In the spirit of unbiased review, elimination of conflict of interest, as well as inclusiveness of the broader California and National education stakeholder and policy communities, the CORE Board has instituted the School Quality Improvement System Oversight Panel (See Figure X.) for compliance and status reporting. This Oversight Panel will be comprised of 14 members from the broader education field to receive and review annual implementation progress and status of the LEAs' School Improvement System implementation expectations. The Oversight Panel includes many of California's major stakeholders in education. Panel members represent the civil rights, English learner and students with disabilities communities as well as nationally recognized organization members that share CORE's common goals of ensuring college and career readiness for all students. The Oversight Panel coordinated and facilitated by CORE staff, annually elects a chairperson who leads meetings and will only vote in tie-breaking situations. Otherwise, the Oversight Panel operates with a voting group of a simple majority and operate in compliance with the Brown Act Open Meeting Law. In person meetings of the Oversight Panel occur biannually in mid-to-late January and mid-to-late June. Up to three additional meetings can be called each year to be held in either virtual or face-to-face settings.

The School Quality Improvement System Oversight Panel will meet biannually (January and June.) The panel must operate with a majority or seven of the 14 members and the first convening of the Oversight Panel will occur in January of 2014. Each year, during the June meeting, the panel will receive LEA self-evaluation reports with peer reviewer comments and recommendations regarding implementation progress and status. All LEA self-evaluation reports will be peer reviewed against the CORE Board adopted common rubric (Appendix H.) and then aggregated and presented by CORE staff for the approval or denial of the Oversight Panel. The Panel will receive decision making guidance from CORE staff regarding LEA School Quality Improvement System implementation. The Panel will only receive for review and possible action LEA implementation self-assessments during January meetings if an LEA has failed to meet its implementation, reporting and monitoring obligations in the previous year and first semester of the current year.

If an LEA fails to meet the implementation, reporting and monitoring obligations as submitted in and peer-reviewed annual (June) School Quality Improvement System Implementation self-evaluation report, CORE staff will support the LEA to design and apply implementation steps for successful implementation in the following year. CORE staff will visit and meet periodically with the LEA in support of the additional implementation steps. The LEA will then submit a mid-year interim report by mid-January of year two participation for a second peer-review cycle. If the LEA still has not been able to fully implement the School Quality Improvement System based on the common evaluation rubric, CORE will notify the Oversight Panel of the LEAs inability comply (during the January meeting). If the Oversight Panel makes a determination to recommend waiver revocation to the USED, the LEA must be informed no later than the 2nd Friday in April, The

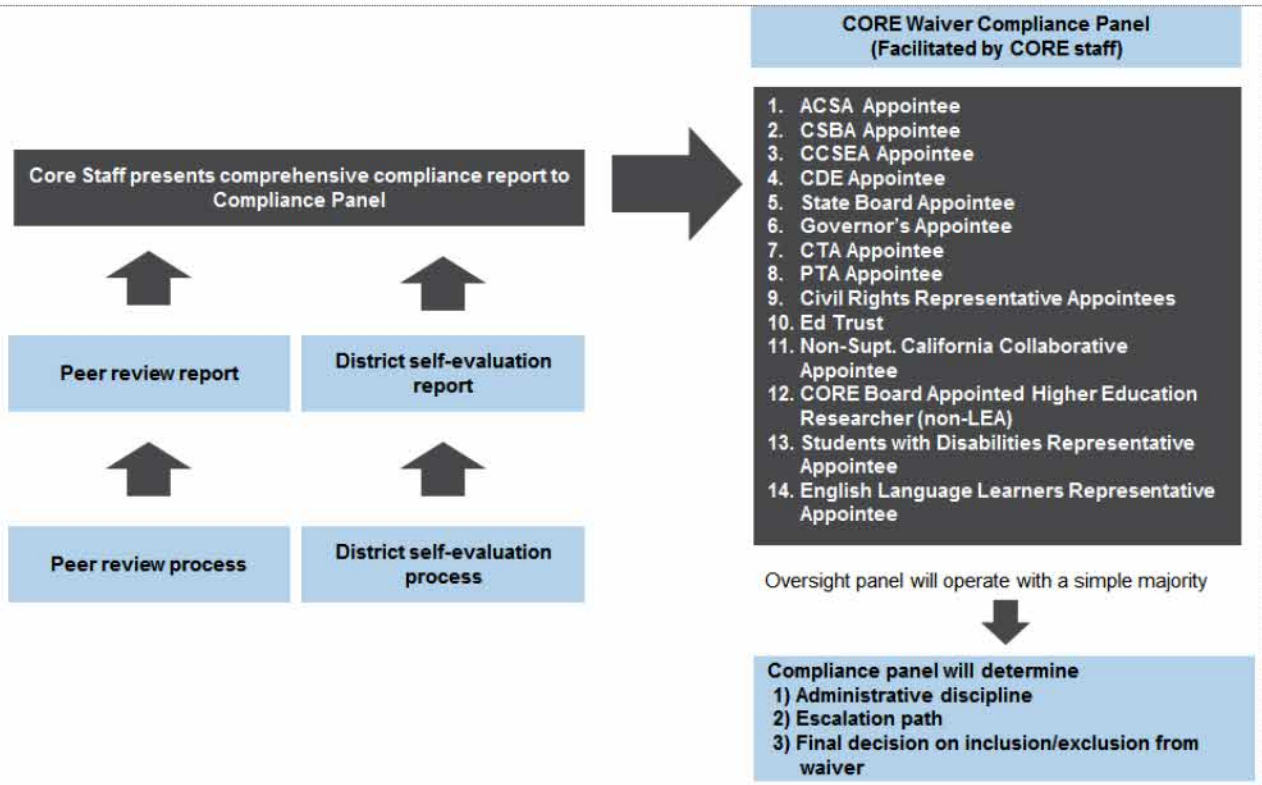
escalating interventions and monitoring for reporting support and communication regarding the aforementioned steps is reflected in Figure 9. Monitoring Escalating Interventions for School Quality Improvement System below. The Oversight panel will make a decision whether or not to recommend to the USED if a waiver revocation is necessary due the LEA's inability to comply with full implementation. The first time the Oversight Panel will consider whether any LEAs should lose their waiver due to lack of implementation as described in Figure 9. will be in the spring of 2015. The USED is solely responsible for revocation of Waiver agreements.

Figure 9. Monitoring Escalating Interventions for School Quality Improvement System



Ultimately, it is the role of the School Quality Improvement System Oversight Panel (Figure 10.) to render recommendations to the USED regarding compliance for LEA inclusion/exclusion in the waiver based on peer and self-evaluation inputs related to implementation and mutually agreed upon compliance. And, the CORE Board via CORE staff will communicate all actions, decisions and recommendations rendered from the School Quality Improvement System Oversight Panel directly to participating LEAs. Any and all actions, decisions or recommendations requiring LEA response shall be carried out by the individual or group of LEAs for which the action, decision or recommendation applies. The Oversight Panel will operate under the guidelines of the Brown Act and follow all provisions pursuant to meetings, minutes and documents that are reviewed during meetings in both open and closed sessions, as permissible. This could include but is not limited to LEA School Quality Improvement System LEA self and peer reviews.

Figure 10. School Quality Improvement System Oversight Panel



In conclusion, the School Quality Improvement System will allow participating LEAs to establish a demonstrated system of accountability within and across LEAs that will meet and exceed state and federal forms of accountability, but does not rely on accountability as a leading driver of change. The mutual commitment to focus on the right drivers, and build collective capacity and intrinsic motivation for change, will result in documented improvements in student learning and achievement.

CORE believes that students have one chance to receive a strong education, and the future economic health of California's communities, and the state as a whole, is incumbent upon the participating LEAs getting this right. With approval of this waiver application, the participating LEAs ultimately will create systemic changes in school culture that will lead to more students being college- and career-ready than ever before.

Principle 1: College- and Career-Ready Expectations for All Students

1.A Adopt College- and Career-Ready Standards

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

Option A	Option B
☒ The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that are common to a significant number of States, consistent with part (1) of the definition of college- and career-ready standards. i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4)	☐ The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that have been approved and certified by a State network of institutions of higher education (IHEs), consistent with part (2) of the definition of college- and career-ready standards. i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4) ii. Attach a copy of the memorandum of understanding or letter from a State network of IHEs certifying that students who meet these standards will not need remedial coursework at the postsecondary level. (Attachment 5)

1.B Transition to College- and Career-Ready Standards

Provide the SEA's plan to transition to and implement no later than the 2013–2014 school year college- and career-ready standards statewide in at least reading/language arts and mathematics for all students and schools and include an explanation of how this transition plan is likely to lead to all students, including English Learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards. The Department encourages an SEA to include in its plan activities related to each of the italicized questions in the corresponding section of the document titled *ESEA Flexibility Review Guidance for Window 3*, or to explain why one or more of those activities is not necessary to its plan.

In August 2010, the California State Board of Education (SBE) adopted the Common Core State Standards (CCSS), (see Attachment 4) thereby fulfilling the ESEA waiver requirement. California's adoption of the CCSS demonstrates its commitment to providing a world-class education to all of its students. California's implementation of the CCSS renews its vision *that all students graduating*

from our public school system be lifelong learners and have the skills and knowledge necessary to be ready to assume their position in the 21st century global economy.[11]

CORE was founded on a mission (see Appendix C) of urgent and early adoption of the CCSS and the understanding that these new standards are better designed to educate students to think critically, compete and excel in the global job market, and become better citizens. The CCSS provide a consistent, clear understanding of what students are expected to learn. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills our young people need for success in college and careers.

Since the 2010 California adoption of the CCSS, CORE Districts have crafted shared plans for CCSS implementation and systems to improve instruction and promote continuous learning for students and educators alike. In order to change the paradigm through partnership, CORE Districts are working in a collaborative environment to implement the CCSS in English-language arts and mathematics, including developing new performance tasks, formative assessments, instructional materials, and professional development linked to the CCSS. The California Department of Education shares CORE's point of view about the CCSS and is currently developing resources to assist districts in transition to the CCSS. The CORE Districts and Participating LEAs will utilize all state and Smarter Balanced Assessment Consortium (SBAC) resources available as support in the transition. Note: The CORE Board (made up of the Superintendents of CORE Districts) is committed to CCSS-aligned assessments.

CORE Districts are seizing this opportunity to dislodge failure and break through to new ways of providing world-class education for California's students. CORE already has taken the lead in pursuing reform and innovations, including adoption and implementation of college- and career-ready standards, development of new assessments, and other reforms in areas including teacher and principal evaluation and support, and turning around low-performing schools. The ESEA Flexibility Waiver will allow CORE Districts to make further strides to close achievement gaps, promote rigorous accountability, and ensure that all students are on track to graduate college and career-ready. The afforded flexibility within the waiver also will support Participating LEAs' work during the current challenging fiscal environment by exercising greater flexibility with Title I funds and choices in how best to meet the academic needs of underperforming groups of learners.

CORE values local control, district autonomy, and partnerships. Therefore, the proposed CCSS transition/implementation plan is not a structure of mandates but rather built as a framework of support upon a foundation of transparency and district collaboration. The participating LEAs are collaboratively engaged in the following three-year phase-in model of the CCSS.

[11] California Department of Education. (2012). *Common Core State Standards Systems Implementation Plan for California.* Retrieved 2012, from http://www.cde.ca.gov/re/cc/

Figure 11. College- & Career-Ready Standards Transition Timeline

Phase One: Building Shared Knowledge and Understanding (2011-12/2012-13)

In the first year of the four-year phase-in model of the CCSS, CORE Districts worked together to **Build Shared Knowledge and Understanding**. The year's activities, designed collaboratively by CORE LEAs and facilitated by CORE staff (See Appendices B and C), provided many opportunities for teachers and educators across CORE Districts to begin working together while planning for CCSS implementation. During this period:

- CORE offered professional learning opportunities aligned to the CCSS and SBAC for CORE district-level curriculum/instruction and talent management leaders and teacher leaders for introduction and planning purposes.
- CORE facilitated cross-district collaboration sessions for CCSS transition planning which included shared analysis of LEA developed crosswalks identifying the similarities and differences between The California Standards and the CCSS for both individual districts and CORE as a system.
- Multiple partnerships were formed with education agencies to build capacity, common tasks, and products for CCSS transition (for example, with ConnectEd, PACE, Linked Learning Alliance, and California Collaborative on District Reform).
- CORE facilitated a well-attended and productive Summer Assessment Design Institute (further detailed below). The Institute provided a full spectrum of CCSS and SBAC professional development opportunities and facilitated teamwork that produced performance tasks aligned to both CCSS for content and SBAC for context. In the fall of 2012, select classroom teachers across CORE Districts piloted the performance tasks and provided design, content, and administration experience feedback.
- Teacher and principal evaluation systems and metrics for educator effectiveness were analyzed across CORE Districts for commonalities and differences by Regional Educational Laboratory (REL) West and CORE District talent management leaders.

During the 2011-12 school year, CORE Districts made great strides in the transition to college- and career-ready standards through the work described above. While the state of California also has begun some of this work outlined below, CORE's plan for implementation accelerates the pace and ensures aligned, ongoing support for Participating LEAs and schools.

Phase Two: Full Implementation (2012-13/2013-14)

Phase Two focused on applying foundational resources as developed in Phase One to implement CCSS and technology needs assessments, establish new professional learning opportunities for audiences beyond the initial groups, implement newly designed resources, engage in continued instructional resource development and alignment and expand collaboration among all stakeholders.

During the full implementation phase, CORE LEAs shall ensure that:

- Classroom instruction is aligned to the CCSS in mathematics and ELA.
- Teacher instructional plans that include pedagogical shifts required to ensure that all students master CCSS-aligned content, with particular attention on the needs English learners and students with disabilities.
- The new CA English-Language Development Standards are integrated with the CCSS to ensure appropriate instruction and supports for English Learners.
- CORE-developed performance tasks aligned to CCSS and emerging SBAC resources (see below) for formative assessment to inform instructional planning and delivery, as well as professional development are used to support instruction. The CORE designed Performance Task Assessment are open source for CORE LEAs and the entire education community.
- LEA professional development plans and ALL curriculum-oriented PD is focused on the CCSS to support CCSS implementation with specific attention to meeting the needs of English Learners, students with disabilities, and low achieving students are developed and implemented.
- All teachers and leaders will be engaged in regular CCSS- and SBAC-aligned professional development to further knowledge and experiences related to CCSS implementation, again including the specialized needs of English Learners, Students with Disabilities and low achieving students. Such professional development will be delivered by LEAs and CORE.
- All CORE districts participated in the CA SBAC pilots and field tests..
- Design and/or pilot prototype teacher/principal evaluation systems aligned to the pedagogical shifts required by the CCSS, with multiple measures that include student achievement growth as one metric.

CORE *Staff* has assisted and will continue to support Participating LEAs by facilitating cross-district collaboration and curating resources by:

- Distributing the lessons learned from the Performance Task Module formal pilot which were administered in more than 600 CORE District classrooms.
  - Research and evaluation in partnership with REL West and the California Center for the Future of Teaching and Learning to document teacher experiences and perceptions is currently being summarized to deeply (and will be publically available in October, 2013) to inform CCSS implementation and professional development planning.
- Designing and distributing communications templates and resources for districts to engage their stakeholders with the CCSS standards

- Hosting convenings and engaging experts in the field to train and support LEAs in existing curricular resource calibration and alignment, as well as activities to design, develop and share new CCSS aligned curricular resources and materials. (Including but not limited to, the Council of Great City Schools, Student Achievement Partners, and Stanford University)
- Facilitate collaborative prototyping of district instructional plans including necessary pedagogical shifts to ensure deep student learning and mastery of CCSS as needed.
  - With direct attention paid to English learners, students with disabilities and low achieving students.
  - ConnectEd and the Linked Learning Alliance are partners to help incorporate Gates Foundation-funded Literacy Design Collaborative (LDC) and Mathematics Design Collaborative (MDC) CCSS aligned modules at the high school level into the CORE instructional modules.
- Engaging outside partnerships and experts to establish English learner benchmarks and achievement indicators tightly aligned to the CCSS and new CA English Language Development Standards.
- Supporting collaboration to develop district professional development plans for all teachers and administrators aligned to the CCSS and SBAC.
- Facilitating collaborative processes and convenings to develop pilot prototype teacher/principal evaluation systems that are aligned to the pedagogical shifts required by the CCSS and include multiple measures with student learning as one measure. (See principle 3, Supporting Effective Instruction and Leadership)
- Facilitating collaborative processes and convenings to review LEA implementation and professional development plans (see below), set implementation benchmarks for LEAs and schools to use to measure individual or systemic progress of CCSS implementation. (See Appendix, Principle 1, CCSS/SBAC Implementation Self- and Peer-Review Rubric)

Annual CCSS/SBAC Implementation Review and Collaboration Process and Convenings

Each year, CORE staff will facilitate a process and convenings for all of the participating LEAs to self- and peer-review LEA CCSS and SBAC implementation progress using a common rubric. A draft rubric was developed (see Appendix H.) and updated by the CORE Standards, Assessment and Instruction team in 2014. Like all rubrics and templates created for planning and implementation of CCSS/SBAC, this rubric is available for all LEAs on the CORE support website. In addition to the self- and peer-review components of the process, CORE will facilitate expert presentations and learning opportunities for all CORE LEAs to explore common and individual implementation challenges and successes.

The steps for the annual self- and peer-review process to examine the implementation progress of CCSS/SBAC are as follows:

Step 1: Calibration and Shared Learning

In the fall/winter of each year, LEA Peer-review teams will come together for a day of training and shared learning to ensure accuracy in rubric use including but not limited to ratings and inter-rater reliability. During this day, participants will review the *CCSS/SBAC Implementation Rubric* and score past district examples. Participants will engage in group work and exercises that help to

clarify distinctions across the ratings of the rubric and to assess validity of evidence provided. Peer-review teams will be comprised of and committed to do as follows:

- LEAs must appoint 2-4 representatives to participate in training and calibration as part of the LEA peer-review team.
- These representatives will form the LEA peer-review team and be responsible for all aspects of the peer-review cycle.
- If an LEA is unable send the entire team to all events, at least one consistent representative must remain throughout.

Step 2: Self-Assessment

Following the calibration day (Step 1), participating LEA peer-review teams will proceed to conduct self-assessments of LEA's progress of CCSS/SBAC implementation using common templates provided. Templates are completed for each of the expectations identified in the rubric, evidence of achievement is collected and supplied, and scores are indicated for each domain. Once LEA self-assessments are complete, LEAs submit templates and evidence to CORE.

Review Groupings: Peer- review teams from the participating LEAs will be grouped in triads. Each LEA's submission will be reviewed by two other LEA peer-review teams and a CORE staff member. Each LEA peer-review team will also receive two LEA submissions to review. The triad grouping design ensures that multiple reviewers have an opportunity to look at the same submission. Triads will be created to match districts with those of similar size and geographic location whenever possible.

CORE staff will forward completed self-assessments to the designated LEA peer-review teams for initial review and scoring. Once the LEA peer-review teams have reviewed and scored designated submissions, score reports are sent to CORE. CORE receives preliminary score reports from reviewers and shares them with the receiving LEA prior to the annual peer-review event.

Step 3: Peer-Review Event and Scoring

In the spring, all teams will convene for a day to meet with the participating LEA teams that are reviewing their submissions and to conduct reviews as part of the triad. Each Participating LEA will be given time to discuss any final thoughts or comments regarding their submissions (based on preliminary scores and feedback) to answer clarifying questions from reviewers. Peer-review teams will then be given time to caucus and reach consensus on a final set of scores (one score for each expectation of the rubric). In addition to submitting scores, peer-review teams will be asked to provide a list of perceived strengths, weaknesses and recommendations for next steps.

Post Peer-Review: Following the peer-review event (Step 3), Participating LEAs will receive official notification from CORE of their scores and feedback for both teacher and leader evaluations. This notification will also include any additional reviews that will be necessary and recommended actions to meet requirements. If an LEA meets all cut-points, the LEA is free to continue with implementation until the next school year cycle. Each LEA must participate in Steps 1-3 each year. LEAs requiring 6-month development work will undergo an additional Peer Review conducted by the same Triad.

Site Visits: LEAs may receive a site visit from Peer-review partners or CORE staff to gather further information regarding their implementation of CCSS/SBAC. A site visit may be recommended by reviewers where a discrepancy that cannot be resolved exists between reviewers.

Site visits may include focus groups with teachers and/or principals, meetings with district administration, or additional evidence gathering as recommended by reviewers.

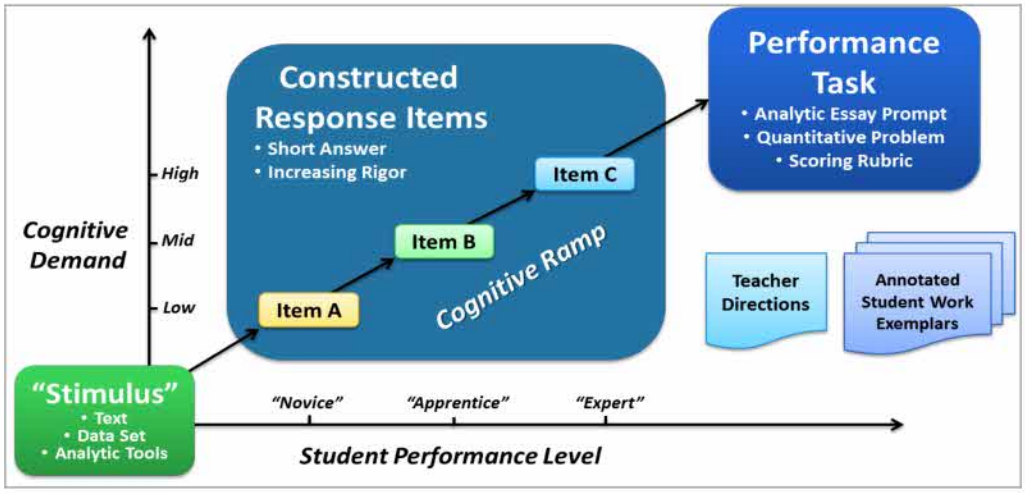
Data Gathering: All participating LEAs are required to collect relevant artifacts, evidence and/or data regarding CCSS/SBAC implementation as represented within the rubric expectations. LEAs will be asked to share and reflect on their artifacts, evidence and/or data each year as part of their collaborative work.

The CCSS standards introduce and promote instructional shifts that encourage deeper student thinking, engagement, and understanding. To support and encourage teachers in the necessary pedagogical transitions, CORE hosted a hands-on Summer Assessment Design Institute in June 2012. This event convened teams of teachers and teaching coaches, school site and district leaders from each of the CORE Districts (more than 200 educators in all), as well as research partners, university faculty members, County Office of Education and California Department of Education staff, to build conceptual and practical understandings of the CCSS, the role of formative assessment in implementing the CCSS and improving instruction, and the process of developing CCSS- and performance task-based assessment modules. The intensive three-day Summer Assessment Design Institute was informed by careful analyses and discussions between and among CORE District-level curriculum, instruction, and assessment leaders and a variety of content experts (including CCSS authors and SBAC leaders) during the 2011-12 school year. The purpose of the institute was twofold:

- Produce a set of useful CCSS/SBAC contextually aligned Performance Task Assessment modules, including tools and resources; and
- Significantly deepen participants' professional knowledge and instructional leadership capacity related to the CCSS.

As CORE districts have transitioned to CCSS, piloting the CORE-developed Performance Task Assessment modules has been the primary body of work. The modules, modeled after the SBAC design specification, are intended to provide teachers and site and district leaders with insight into the type of assessments students will experience in the new statewide assessments when California transitions to the new SBAC assessment system in 2014. A total of 84 modules, developed by CORE LEA teachers in mathematics (grades 3, 5, and 7) and ELA (grades 1, 4, 7, and 9) have been formally piloted and are being utilized in CORE Districts to support CCSS implementation. The following graphic represents the design specification to which the modules are built.

Figure 12: Performance Task Assessment Modules Design Specification



Each performance task assessment module features:

- **A Stimulus:** A piece of text or literature, data set, form of artwork, or analytic tool for students to engage with, analyze, respond to, or counter throughout the assessment module.
- **Cognitive Ramp:** A set of short-answer "constructed response" items, and longer "extended response" performance tasks aligned to the content and rigor of the CCSS and the SBAC content specifications. The constructed response items array along an increasingly demanding cognitive ramp, and address the skills and conceptual knowledge that students need to apply in solving a culminating "authentic" performance task.
- **Scoring Rubrics**: The modules include scoring rubrics aligned to the CCSS and SBAC intended to clarify learning expectations and to guide and calibrate teachers' analyses of student work.
- **Teacher Directions**: Each module includes guidelines for administering the tasks, as well as an outline of key task characteristics—i.e., task type, relevant content (and ELA anchor/Math practice) standards, SBAC "assessment claims," Depth of Knowledge, etc. (all of which will represent searchable tags when the modules are ultimately uploaded into an open-source digital platform in the fall of 2013).
- **Student Work Exemplars**: After the modules were piloted in classrooms during the fall of 2012 student work was collected, analyzed, and calibrated with exemplars of different levels of performance added to the revised modules.
- **Future Elements**: Over time, additional elements may be added to the modules, including academic content discussions, instructional guides, and teaching resources.

CORE LEA leaders have leveraged the deepened knowledge and instructional leadership capacity acquired by Summer Institute and design participants, as well as piloting teachers to support consortia- and district-wide CCSS/SBAC implementation. This process was a prime example of the possibility for balance between collaborative development and local autonomy, which is the governance model being proposed throughout this application. While the work of developing and curating resources has been collaborative and centrally supported by CORE, each LEA is engaging their stakeholders in different initiatives based on local implementation context.

Approaches include leadership training on CCSS implementation at the district and site level, professional development trainers of trainers, academic coaching, use of professional learning communities to build capacity for and guide CCSS implementation, collaborative development of CCSS-aligned lesson plans and units, materials, and assessments, use of observational walkthroughs to monitor and strengthen classroom implementation, and galvanizing grassroots supporters and cheerleaders of the CCSS movement.

Without threat of sanctions, all CORE Districts have thrown themselves into this work and moved their policies and practices forward at an accelerated pace, motivated only by the moral imperative raise the bar on outcomes preparing all students for college and career readiness. Below are highlights of the activities that are underway in each of the CORE Districts to further full CCSS implementation through teacher training and instructional delivery support.

Fresno (FUSD)

- Cyclical training strategy for all teachers: FUSD has developed cycles of teacher training where all teachers annually participate in at least two differentiated annual professional development cycles related to CCSS. In the full day training experiences, teachers learn about the instructional shifts, pedagogy and CCSS content relative to the grade level and/or content taught. Throughout the cycles, teachers are expected to deliver the newly learned content, skills and instructional strategies within their classrooms and return to the next event in the cycle to reflect, hone and go deeper into CCSS learning. Follow-up training sessions are provided for teachers of students with disabilities and English Learners to extend the learning for meeting the needs of special student populations. Additionally, lead teachers from all schools participate in additional follow-up trainings to deepen learning to support colleagues in implementation of training related to Accountable Communities, CCSS and SBAC. Literacy across all curricular content areas: FUSD has incorporated the expectation that literacy instruction shall occur in all content areas. To that end, the professional learning cycle content has focused on literacy instructional training for all teachers.
- Accountable Communities: All teachers participate in Accountable Communities which are teams of teachers who teach common content or grade levels. Within these teams, teachers are afforded an hour per week of common planning time to reflect on and discuss CCSS implementation, delivery of newly learned strategies, content and pedagogy from the training cycles referenced above. Additionally, teachers review achievement data from common student assessments for instructional planning, academic interventions and topics for future student learning and teacher professional development.
- Leadership Learning Teams: Principal Learning Teams and Co-Administrator (vice principals) Learning Teams are groups of principals/VPs that are organized by geographic region (and sometimes by grade level depending on the topic) who participate in monthly meetings that in part focus on CCSS and SBAC implementation. Some examples of the specific topics that have been delivered up are teachers' use of:
  - Text dependent questioning strategies
  - Informational text
  - Student artifacts
  - Lesson design and study
  - Anchor standards

Aligned assessments

Long Beach (LBUSD)

- **CCSS/SBAC aligned instructional units:** Prior to the 2014-15 school year, LBUSD reworked all of their CCSS/SBAC aligned instructional units following their experience of classroom use and key learnings after participating in the CA SBAC pilot and field tests. The units are built on the principles of Understanding by Design (UBD), McTighe and Wiggins. UBD is the framework LBUSD uses district-wide for curricular unit design which include student learning expectations; classroom lessons; formative and summative assessments. UBD has also provided common "look-fors" in classroom walk-throughs and topics for professional development.
- **Differentiated Professional Learning Experiences:** LBUSD provides training for all teachers and leaders to support CCSS and SBAC implementation. With detailed attention to teachers' and leaders' content, grade level and student instructional responsibilities, professional development is tightly coordinated to support every individual in their deepened learning about CCSS and SBAC. The following examples demonstrate how LBUSD is promoting learning and supporting teachers and leaders:
  - All math teachers (K-12) attend three face-to-face trainings annually for specific and detailed grade level content and instructional information
  - Instructional Leadership Teams (ILT) consisting of grade level chairs, Special Education and English Learner teacher leads and the principal from each school site participate in four central trainings to learn more about the ELA content and establish and nurture site ILTs. (ELD, Spec Ed, leads). Schools are organized into six cross-school six groups to facilitate collaboration and shared learning during each of the trainings.
  - High school symposiums including department chairs, lead teachers for special education and English Learners, head counselors and site administrators meet regularly to focus and support CCSS ELA implementation. The five areas of emphasis of these sessions include: 1) study of the standards; 2) complex text and using evidence from text in writing and speaking; 3) collaborative conversations; 4) formative assessment strategies; and 5) instructional leadership teams.
  - Ancillary support teachers such as school library teachers also participate in customized professional development experiences which include CCSS content and technology strategies to support student research with technology and classroom instruction.
- **Common Math Inquiry Lesson Planning Structure:** LBUSD has adopted a common lesson planning structure. The LBUSD 5 E Inquiry Lesson is currently in use by math coaches to train all math teachers in the inquiry lesson structure. The 5 E Inquiry lessons include learning targets, expectations, the CCSS being taught. 5 elements of delivery and lesson reflection as a follow-up. As teachers develop lessons using the 5 E structure, they identify the following five individual inquiry elements as the frame: 1) Engage: Teacher presents a question to frame the learning; 2) Explore: Teacher facilitates and monitors interaction between students; 3) Explain: Teacher uses Talk Moves to facilitate classroom discussion; 4) Elaborate: Teacher provides new experiences to extend and refine students' knowledge and skills; and 5) Evaluate: Teacher evaluates student progress throughout the unit. The common 5 E math lesson structure is ensuring that LBUSD students are

receiving consistent and comprehensive instruction for deeper learning of mathematical concepts and procedures.

Los Angeles (LAUSD)

- **CCSS aligned instructional unit design**: LAUSD has undertaken a formal process at the central office level to design CCSS-aligned instructional unit expectations and provide common training for unit development. Understanding by Design (UBD), as well as Universal Design for Learning (UDL) principles have been built into the design and training of all instructional unit design and delivery training. The UDL principles which are included in all LAUSD CCSS instructional are set out to ensure that teachers provide multiple means of: representation; action and expression; and engagement. All CCSS instructional units have been and continue to be developed through the LAUSD planning cycle, which allows teachers to design CCSS-aligned lessons, formative assessments and support resources for instructional delivery.
- **Decentralized approach**: Under the guidance of the LAUSD central office Curriculum and Instructional leaders and clearly articulated implementation expectations and guidelines, the Educational Service Centers (ESC) have directed full implementation of CCSS across all grades and subjects. The ESC Directors, content experts, site administrators, coaches, etc. are leading CCSS professional development and implementation efforts to best meet the contextual needs of each ESC's region of schools. School teams continue to participate in regular professional development to support CCSS implementation. A sampling of PD topics include:
  - Using UBD design templates
  - Applying UDL principles and problems of practice when planning lessons, units and instructional delivery
  - Developing curriculum and scaffolds appropriate for addressing the needs of all students, including low-achieving students, students with disabilities, high performing students, accelerated learners, and English Language Learners.
  - Developing CCSS aligned units focusing on meeting the needs of the various sub-groups, aligning instructional materials, formative assessments, and questioning techniques, with time focused on reflecting on the effectiveness of lessons based on data gathered [student work, observation, assessments]
  - Development of language objectives with linguistic support for all CCSS aligned lessons
- **School level leader support for CCSS implementation**: LAUSD has embraced the Aspen school level leaders' guide to support and monitor CCSS implementation at the school site level. Using the Aspen indicators and high impact actions for deep common core implementation, all schools have engaged in self-assessments to measure implementation and identify further actions to utilize. The seven indicators of high quality implementation that LAUSD is using to guide and monitor implementation are:
  - A team that includes classroom teachers and administrators leads and is accountable for common understanding and implementation of the CCSS.
  - The leadership team establishes common expectations for CCSS-aligned instructional practice. School personnel use observation tools to support and assess this practice in mathematics, English language arts, science, social studies, and technical subjects.
  - Ongoing professional learning, including feedback and coaching systems, is focused on deepening educator knowledge and skills.

- School personnel use data from a CCSS-aligned assessment system (including interim/ benchmark and summative assessments as well as ongoing collection of student work) to inform instruction and assess student learning.
- Instructional resources, whether purchased or developed, are aligned to the CCSS.
- Families and communities are engaged in supporting the success of the CCSS.

Decisions about staffing, time, and spending reflect a prioritization of the CCSS.**Oakland (OUSD)**

- **Aligning curriculum and instruction with school supervision:** OUSD district leaders have taken action to ensure the alignment of professional development and CCSS implementation support, activities and expectations across district divisions and departments. Common planning and development of instructional and curricular expectations has occurred at the executive level of the district in attempt to ensure consistent CCSS implementation and general instructional coherence across all schools in the district.
- **OUSD teacher leader approach:** OUSD has found success in employing a teacher leader model. Teacher leaders from all school sites have engaged in extensive professional learning experiences to develop deep content and pedagogical knowledge related to specific CCSS curricular areas. Their expertise lies in both content and pedagogy to support all OUSD teachers in district wide implementation of CCSS. Teacher leaders provide PD, modeling, coaching and planning facilitation for classroom teachers at their school sites. Specific areas of responsibility for teacher leaders include (but are not limited to):
  - Broad support of all teachers for coherent CCSS classroom implementation
  - Literacy, linguistics, support for ELs
  - Science, Technology, Engineering and Math (STEM)
- **A focus on academic discussion:** In partnership with the Teaching Channel, OUSD has developed on demand video teacher training modules to enrich content understanding and language development. During the video modules, teachers learn to engage English Learners using home language and other specific strategies. Examples of the video modules can be accessed at: https://www.teachingchannel.org/blog/2014/10/24/engaging-english-language-learners-in-conversations-ousd/#more-162694
- **OUSD CCSS Implementation Guide:** Moving from highly scripted ELA curricular resources to a balanced literacy approach necessitated the development of the OUSD CCSS Guide. School site Teachers on Special Assignment have participated in extensive professional learning to support teachers in the transition. The OUSD guide also provides guidance to teachers, leaders and other district staff as they undergo processes for selecting new curricular materials that are tightly aligned to CCSS.

San Francisco (SFUSD)

- **Offer all teachers and administrators centralized professional development on CCSS**: SFUSD district and site administrators attend centralized PD on ELA and math CCSS. Teachers learn about CCSS in ELA or math through a centralized, multi-day PD model called Response and Development. PD combined for principals and teachers is routine for schools that are part of a cohort/district zone. In concert with the alignment

of school-based professional development, additional modules and curricula have been developed in language arts and mathematics that includes development of curriculum maps and units and time to plan for presenting and delivering instruction.

- **Building school capacity for supporting CCSS implementation in ELA and Math**: SFUSD has continued to provide ongoing professional development, collaboration, and coaching to teachers, teacher leaders, and administrators, to ensure delivery of high quality instruction for all our students in alignment with our SFUSD ELA and Math PK-12 Core Curriculum with embedded Common Core State Standards, and the expected shifts in practice. As part of this process, schools have identified teacher leadership teams that participate in professional learning that includes development of curriculum maps and units and time to plan for presenting and delivering information during common planning time or professional development time at their school sites.

Santa Ana (SAUSD)

- **Alignment of SAUSD goals, expectations and programs:** SAUSD has aligned district-wide expectations and programs for CCSS implementation coherence. By integrating the district Local Control Accountability Program (LCAP) goals and CCSS implementation, the district has leveraged resources to best support student learning and college and career readiness.
- **Focus on academic language and literacy development (ALLD):** To support language development for all students, but more specifically the district's significant EL population in learning CCSS, SAUSD developed of a comprehensive set of Pre-K-12 professional development modules focused on ALLD. These PD experiences are assisting teachers to support students in ELD to access CCSS content. These modules build off of prior work dealing with modules on text complexity and collaborative academic conversations. All professional learning modules have been digitized on Gooru to allow teachers to customize their professional learning experience. Additional follow-up professional learning linked to the core modules as well as the ability to revisit previous professional learning enables teachers to personalize the learning to their individual needs.

CCSS aligned instructional units of study: Employing UBD principles, SAUSD has created more than 80 units of study for teacher use in delivery of CCSS. Following widespread PD to support teachers in UBD principles, CCSS content and SBAC-like assessment context, more than one third of all district teachers (388) participated in the creation of the instructional units. All units include progressive content, are built from a common UBD template, including CCSS learning objectives, lessons, SBAC-like formative assessment activities and performance tasks and have supporting student work to demonstrate student learning. The link to access the SAUSD instructional units is: www.goorulearning.org/#sausdCORE recognizes that under-represented student groups have historically experienced inequities in access to core academic content, advanced course work, instructional excellence and academic expectations. Therefore, the CORE LEAs have adopted a strong commitment to eliminate such inequities and guarantee that all students graduate college-and-career-ready. In some of the CORE LEAs, English learners, students with disabilities, low-achieving students, students of poverty, and under-represented minority and ethnic groups together make up a majority of overall enrollment, and in many schools the vast majority of students are in one or more of these groups. Therefore, CORE LEAs are passionately committed to eliminating inequities in:

1. educational opportunities
2. access to standards-aligned curriculum
3. extant achievement gaps

The CORE LEAs recognize that CCSS presents an unprecedented opportunity to reexamine how to meet the needs of these student groups in order to consistently accelerate academic achievement and ultimately ensure graduates who are college- and career-ready.

CORE as a collaborative as well as each individual LEA has established priorities, structures, and strategies focused on equipping students from under-represented groups to access the core curriculum and achieve mastery of expected learning standards. A hearty focus has been placed on guaranteeing aligned and thoughtful instruction for English learners, students with disabilities and low achieving students as is evident in efforts such as professional development initiatives to strengthen and target instruction and use highly effective instructional strategies for identified student subgroups, use of communities of practice for collaborative cycles of data inquiry and instructional planning for individual students and subgroups, and use of "blended learning" approaches and adaptive technologies. As a result of much detailed collaboration and shared learning across the CORE LEAs about the ELA CCSS and meeting the needs of English learners, students with disabilities and low achieving students; the consortium identified the need to dig deeply into the topics of supporting students in the development of academic language and literacy. Therefore, a Summer Symposium for CORE LEA teachers and administrators was designed and held in August of 2013. Their continued work focusing on student populations who require additional support will undoubtedly produce common research, learning and convenings surrounding students with disabilities and low- achieving students.

The 2013 CORE Summer Symposium brought together approximately 400 representatives from the 10 CORE districts (including teacher leaders, instructional coaches, principals, and district leaders) to engage in a two-day exploration of Academic Language and Literacy Development (ALLD), and its key implications for CCSS implementation. The outcome goals of the Symposium included deepening participants' understanding of the central relationship between academic language and content knowledge development (i.e., the language demands associated with the academic discourse and inquiry processes called for in the CCSS/NGSS); the heightened challenge that CA's large numbers of English learners (and Standard English Learners) face in in this context, and thus the urgency for this effort; the content and structure of the California ELD Standards and ELD/ELA Framework; effective classroom strategies to support ALLD development (in general, and in content-specific applications), what those strategies require teachers to know and be able to do, and how they can best acquire that pedagogical knowledge and skill; how principals and other instructional leaders can identify examples of good ALLD practices and support teachers in developing them; and ultimately what distributed change leadership processes and responsibilities will be required to create the needed organizational conditions and capacity

Leading experts in these areas supported the Symposium design and facilitated interactive sessions on these topics, including Michael Fullan, who addressed how school and district leaders should develop the professional capital required for scaled school and district implementation. The Symposium engaged participants in cross-district, job alike, and district-specific learning configurations that will balance theory and practical application. The Symposium offered substantial time and space for district implementation planning.

Each participating LEA has ongoing structures for building teachers' capacity to effectively engage students with disabilities, English learners and students with disabilities (SwDs) in learning the CCSS. CORE LEA examples are demonstrated as follows:**Fresno (FUSD)**

To support all students and specific all focus on ELs, SwDs and low achieving students, FUSD has designed and is carrying out a cyclical professional learning system for classroom teachers. Participating teachers include teachers from all subject matter and student groups (EL, SwD and low achieving). Teachers participate in at least two differentiated cycles of CCSS professional development during the school year to:

- Deepen knowledge about CCSS ELA content expectations.
- Analyze student work samples to learn about the intensive needs of ELs, SwDs and low achieving students.
- Work together to learn pedagogy and design strategies to best meet the learning needs of ELs, SwDs and low achieving students

Each of the professional learning cycles includes a full day of training and collaboration. The initial day introduces district-wide expectations; instructional commitments; focused CCSS standards or practices to be learned and implemented; methods and strategies for examining student work to analyze learning; and lastly assessment strategies and expectations. Follow-up training is provided for lead AC teachers to support teams and individual teacher application of the new strategies or expectations. During the implementation phase of the cycle, classroom teachers apply their learning while being coached and supported by lead AC teachers. The cyclical PD efforts are building teacher capacity to support students' that represent subgroups.

FUSD is deeply engaged in efforts to disaggregate and analyze student achievement, social emotional learning and culture climate metrics. Employing their district dashboard, teachers and leaders are able to monitor student learning, attendance, behavior, as well as other measures to inform instructional and programmatic decisions on a real time basis. Achievement data are also cross-cut by academic content and standards which allows teachers and leaders to make immediate decisions to ensure student learning.

Long Beach (LBUSD):

LBUSD has a full battery of instructional units aligned to CCSS and include SBAC-like assessment experiences. Each instructional unit includes scaffolded supports for teachers' use in supporting SwDs, GATE, low achieving and ELs. These resources are a suite of tools that teachers use to support learners within all subject matter instructional delivery, agnostic of adopted or publisher instructional materials.

LBUSD ensures that all teachers participate in site and district training and professional learning experiences focused on supporting students to learn CCSS and successfully take SBAC and district assessments. Specifically LBUSD builds teachers' capacity to meet the needs of EL, SwDs, low and high achieving students through intentional professional learning efforts. Examples of such efforts follow:

- Designated special education teachers are included in all Instructional Leadership Team (ILT) trainings which includes general education and SwD teachers from all district schools and cover each of the academic content areas. Each of the professional learning experiences were designed by district special education leaders and subject matter leaders

to specifically embed strategies and expectations to meet the needs of SwDs in day-to-day instructional delivery.

- Special education courses of study are currently being rewritten by special education and general education teacher leaders which include adaptations of the district CCSS instructional unit of study. To measure design and alignment, these new units in a pilot phase through the spring of 2015. If necessary, revisions will be made to the instructional units.
- LBUSD has created and rolled out professional development training for all teachers focusing on supporting ELs and low achieving students to build academic vocabulary and language syntax through CCSS aligned instruction. This six hour training has been repeatedly offered ensuring adequate opportunities for teachers' participation. As a follow-up, district and school communities of practice are engaging with Marzano's vocabulary research and guidebook for practical application and instructional delivery.
- Gifted and talented education (GATE) curriculum leaders have developed and implemented supporting instructional unit extensions and activities to ensure that advanced learners are deeply engaged at their individual learning levels.

Los Angeles (LAUSD):

Professional development to support diverse learners to access CCSS: LAUSD Central Office and ESCs have worked in partnership to target topics to support teachers in in supporting ELs, SwDs and low-achieving students while learning CCSS. Many sessions have been designed and delivered throughout the district. Highlights of specific professional learning opportunities and session activities are listed below:

- PD for administrators on implementation and support of diverse learners to access the CCSS curriculum, including ELD standards alignment to CCSS
- PD for school teams focused on developing curriculum and scaffolds appropriate for addressing the needs of all students, including low-achieving students, Students with Disabilities, high-performing students, accelerated learners, and English Language Learners
- PD for teachers in developing CCSS aligned units focusing on meeting the needs of sub-groups, aligning instructional materials, formative assessments, and questioning techniques, with time focused on reflecting on the effectiveness of lessons based on data gathered [student work, observation, assessments]
- PD around CCSS with specific focus on English Learners, through the development of Language Objectives with Linguistic support for every CCSS aligned lesson. Teacher planning for common core instruction is grounded in having teachers think about the needs of the diverse learners in their classrooms and apply methods for instructional differentiation
- Annual Summer Institute for all Principals and Lead Teachers focused on multiple workshops of choice to address the needs of diverse learners
- Gifted/Talented PD course provides models for teaching CCSS standards through novelty, the arts, technology, and student/teacher interests and choice. The course emphasizes using the arts to teach other content areas in novel ways through multiple learning modalities & with differentiated products
- CEIS/AEMP or Equal Access PD is a series is designed to promote responsive classroom management, literacy, vocabulary, and language development in thought provoking and

engaging ways to support ELs.

- Secondary Math Strategies is conducted through a University Partnership Grant and trains teachers to design cognitively complex problems for deepening students' mathematical knowledge. The PD is linked to the LAUSD Master Plan and Learning Framework.
- Co-Teachers Conference for Special Ed and General Ed teachers focuses on collaboration and deepening knowledge around CCSS research/strategies for meeting the needs of all students are provided by LAUSD. Partnerships with outside providers focus around a co-teaching collaborative model for General Ed and Special Ed teachers to develop lessons using differentiated strategies, Common Core practices, and shifts
- Specific PD to support teachers of SwDs: LAUSD Division of Special Education designs and provides targeted professional development to staff in support of College and Career Readiness for all students, including CCSS and new system of standards-based assessments. The work is aimed at reducing the achievement gap between students with disabilities and their nondisabled peers, particularly at focus schools and for newly hired special education and general education teachers. The Special Education Division has implemented a self-assessment tool for focus schools to use when identifying problems of practice (PoPs) that may be contributing to the achievement gap for students with disabilities. The Division continues to design and deliver high-quality professional development for CORE Waiver Focus and Support schools participating in Communities of Practice. PD efforts and the self-assessment tool center on six elements of high-quality curriculum, instruction, and assessment for students with disabilities and students who are at-risk for being referred for special education services. The tool and workshops are designed for both special education and general education teachers, and specialized workshops have also been designed and delivered for new teachers, para-professionals, and administrators.

Oakland (OUSD):

Instructional rounds: OUSD has designed and implemented a district wide strategy in the interest of continuous improvement to advance the quality of teaching and learning for all students. This professional learning collaborative structure brings together school leaders, teachers, curriculum and social and emotional learning experts, and a broad range of central office staff to observe, gather evidence around patterns of student learning, and make recommendations to the school Instructional Leadership Team of where to focus professional learning. Instructional Rounds is non evaluative and fosters two way learning between participants and school teams. All of this is in support of schools trying to solve a problem of student learning, or their problem of practice. Instructional Rounds aligns with the OUSD Effective Teaching Framework. The initiative is a partnership between the Teaching and Learning Department and Community Schools Student Services Department, acknowledging the interconnectedness of student mastery of content goals and the integral role of social emotional learning. The Instructional Rounds components are: 1) occurs with a professional learning team/community of practice; 2) Focuses on an identified problem of practice; 3) Uses a tightly structured observation and debrief protocol and led by a trained facilitator; 4) Comprised of a fall and spring inquiry cycle that drives the Next level of work (school based actions); and 5) Is connected to our broader OUSD school & district improvement strategies and foci. More information regarding the OUSD instructional rounds can be accessed at: https://sites.google.com/a/ousd.k12.ca.us/instructional-rounds/home

Monitoring assessment data: OUSD teachers and leaders monitor student learning by regularly

looking at reading achievement and growth to identify low achieving students for academic interventions. Through data analysis, the district is informed of potential PD topics to support teachers in delivering academic interventions for under-performing students. Trained teachers provide targeted instructional inventions to identified students in the forms of small group instruction, outside of school day and summer learning programs. OUSD mild/moderate special day class students are fully learning the CCSS and are participating in district ELA benchmarks which is assisting the district in determining appropriate supports for students and teacher PD.

Programs for exceptional children (PEC) PD: Specific CCSS professional learning experiences are designed and delivered in collaboration with the OUSD teaching and learning and PEC departments. Some highlights of the partnered PD work include:

- Summer Institute for training CCSS Teacher-leaders (TLs), at the Elementary level, on what OUSD general education was doing for Common Core; and how to adapt it for children with special needs. TLs deliver two day training sessions for all elementary special education teachers
- PEC with the Teaching and Learning department supplies regular PD for special education teachers' use of the new OUSD CCSS Curriculum (leveled libraries, F & P kits, Lucy Calkins, Math Expressions, and Foss kits)
- Select moderate/severe special day (based on student needs) classes are using a CCSS called Unique. It follows grade level content with 3 modified levels. Teachers who are delivering the unique curricular resources were trained prior to implementation and participate in follow up training during the school year. A subset of teachers have been trained serve as support for the other teachers

PEC personalized learning: In collaboration with OUSD Information Technology staff, PEC rolled out Personalized Learning by placing Chromebooks in PEC classrooms with teacher training to help support individual learning accommodations and prepare for SBAC/California Assessment of Student Performance and Progress (CAASP)

Special Education CCSS newsletter: OUSD disseminates consistent, meaningful and interesting CCSS related communication, strategies, updates and other district instructional information through an online newsletter (http://commoncoresdc.weebly.com/) specifically targeted for teachers of students with disabilities. Contributions to the newsletter are sourced from teachers, school site and district leaders, teacher leaders, curriculum and instruction as well as CCSS content specialists (for both general and special education).

Assessment accommodations: All elementary and secondary teachers participate in PD to provide and support students with appropriate SBAC/CAASPP testing accommodations

San Francisco (SFUSD):

SFUSD is employing additional financial resources available as a result of the CA weighted student funding formula to provide additional materials, instructional support in terms of personnel, additional learning opportunities (instructional time, after-school programs, extended learning time, summer opportunities) Teachers of all grade levels are participating in robust professional development encompassing CCSS and all other content areas with specifically designed components focused on:

- Response to Intervention and inclusive practices to ensure students with disabilities and low achieving students are guaranteed access to the core curriculum.

- English learner achievement delivered via multi-tiered targeted trainings that are aligned to CCSS with clear accountability expectations for English learner achievement. All SFUSD teachers are CLAD certified.

SFUSD has long had a commitment to SwD. In September of 2010, The Urban Special Education Leadership Collaborative conducted an Audit of Programs & Services for Students with Disabilities in the district.(http://www.sfusd.edu/en/programs/special-education/18-22-year-old-mild-to-moderate-program.html) The findings that has guided the LEAs work since that research is as follows:

- The superintendent and his leadership team are acting upon a philosophy, grounded in the concept of social justice that includes all students and articulates a vision for the district and its schools that can lead to the breaking down of institutional silos and facilitate greater access to the general education curriculum for students with disabilities.
- Members of the Board of Education support efforts to make significant and positive changes in the way the school district provides services to students with disabilities and their parents.
- The Department of Learning Support & Equity, which includes Special Education Services, has an ongoing commitment to improve communication with parents and the schools.
- A workgroup involved in the development and implementation of the school district's revised student assignment plan has active involvement by staff from Special Education Services and is seeking ways to ensure equity in the process for students with disabilities and their families.

Furthermore, San Francisco Unified will continue to support its students with disabilities in their achieving college and career readiness by continuing the workability training program. WorkAbility I is a training program for special education students ages 14-22 designed to promote career awareness and exploration while students complete their secondary education program. It provides students with opportunities for job shadowing, paid and non-paid work experience, and ongoing support and guidance from vocational personnel.

SFUSD has established an ELA Core Curriculum Collaborative which is comprised of district and site leaders. This group meets monthly and provides a forum for dissemination of the work being done with teachers, Teacher Leaders and principals related to the ELA PK-12 Core Curriculum with embedded CCSS Implementation in order to ensure communication, collaboration, consistency and coherence. Particular attention is paid to the communication and collaboration in regard to support for special student populations.

The SFUSD Department of Access and Equity offers Culturally and Linguistically Responsive Pedagogy specifically professional development on Stereotype Threat, and Unconscious Bias to SFUSD teachers, paraprofessionals and coaches to provide our educators with skills necessary to provide all students with a culturally rich, motivating classroom experience.

Special Education Services provides professional development to SFUSD school sites on inclusive practices in an effort to increase student opportunity to appropriately access grade level content standards with grade level peers. Special Education Supervisors and Content Specialists assigned to cohorts further support this effort through targeted: 1) administrative support tailored to site-based needs; 2) IEP development and scheduling; and 3) instructional best practices.

Santa Ana (SAUSD):

- **Theoretical Framework for instruction:** SAUSD has designed and implemented an instructional framework to ensure that teachers are continually focused on student learning for all. The SAUSD Theoretical Framework includes the following four components for teachers to monitor their own instructional effectiveness: 1) How does the lesson value and build on students' language and experiences to promote deep understandings?; 2) How does the lesson provide frequent opportunities to collaborate with others to optimize learning?; 3) How does the lesson sustain academic rigor to prepare students for college and careers?; 4) How does the lesson build students' agency and promote them to become lifelong learners in the global society?
- **English learners at the CORE of all SAUSD PD efforts:** SAUSD has committed to prioritize meeting the needs of EL students the center of all training and professional learning activities and content. The district has adopted a Four Quadrant structure for teachers to use during instruction to support ELs in developing academic language. All teachers have been trained to use the four strategies during instructional delivery and the quadrants are built into SAUSD's mandatory units of study. The four key topics reflected in the quadrant graphic are: 1) Text complexity; 2) Text dependent questions; 3) collaborative academic conversations; and 4) academic language. Multiple professional development modules are available on the SAUSD digital platform for anytime teacher access thereby supporting teachers in instructional delivery in meeting student sub-group needs. The modules are located at: http://www.goorulearning.org/#sausd
- **Unit of instruction template:** All of the SAUSD units of study are built from a consistent template to ensure teachers give instructional attention to meet the needs and monitor the learning of ELs, SwD, and low-achieving students. Included in each unit are thinking maps, linguistic patterns and embedded vocabulary to support teachers during their day to day instructional delivery. Through consistent use across all schools in the district, teachers are becoming more skillful at meeting the needs of all students.
- **Units of study addendums for students with disabilities:** All of the SAUSD units of study include addendums with specific scaffolds to meet the needs of SwDs. As teachers use the SAUSD units and instructional addendums, lessons and resources get remixed and enhanced by the teacher users. Through comments, suggestions and the addition of supplemental resources, work samples and supporting documents teachers continually strengthen the library of supplemental recommendations to scaffold learning for SwDs. http://www.goorulearning.org/#sausd

As was mentioned, CORE is deeply committed to eliminating disproportionality and disparity in achievement and programs. To that end, all of the Participating LEAs agree to locally monitor common student achievement on a regular basis to drive and inform classroom instruction and other interventions for low-performing students, ELs, and students with disabilities individually and as groups. But rather than a focus on raising the lowest achieving students up in order to narrow achievement gaps, CORE is devoted to consistently raising the achievement of all students.[12] As noted by Kati Haycock, President of The Education Trust, "If we are going to get these gaps behind us, once and for all, we have to bring our middle-achieving low income students and students of color higher, and move our higher-end students higher still."[13] And so,

[12] The Education Trust. Accountability for Results. May 2013.

[13] Bromberg B, Theokas C. Breaking the Glass Ceiling of Achievement for Low-Income Students and Students of Color. The Education Trust. May 2013.

each participating LEA will incorporate the following recommendations and/or other state models as they refine, finalize and implement local CCSS implementation and professional development plans:

- CORE-produced performance task assessment modules are designed for variable use. The tasks within the cognitive ramp construct can be separated for formative assessment to inform and personalize the speed of content delivery and meet the specific needs of low achieving students. The tasks within the modules can be used in response to invention models as tiered formative assessment to inform interventions that allow educators to instruct students at their varying levels of need (as in the Massachusetts model),
- LEAs can use performance and participation on the California High School Exit Exam (CAHSEE) to identify High School students who would benefit from interventions before graduating. Should districts choose to adopt this model, CAHSEE scores will be used to identify those that will require remediation during their next educational path (university or other alternate option). If a student is not tested by the end of the 11th grade, or if their scores indicate that they would benefit from remediation, LEAs will contact students and parents to present and/or discuss available options (Similar to the Florida and South Dakota models),
- Include in their professional development plans an emphasis on leveraging the standards and new curriculum to provide improved access for lower achieving students. Educators shall receive training on how to recognize and address student understanding and misconceptions. Additional suggested training includes: utilizing text- or evidence-based questioning; recognizing student mastery through alternate mediums; working with students to breakdown and understand complex text and structures; and teaching mathematical reasoning
- Professional development for all teachers addressing the learning, engagement and cultural needs of diverse student populations and how to support them in attaining mastery CCSS and in understanding that their personal success is possible

As the California Department of Education ramps up their efforts to support all California LEAs, the CORE LEAs have requested a more rigorous and expeditious plan for support in CCSS implementation. Therefore, CORE staff and LEAs, supported by the CCSS authors, experts, and researchers meet regularly to share and learn from each other ways to effectively implement the CCSS so that all students can access and master CCSS-aligned curriculum while maintaining priority on supporting ELs, students with disabilities and low achieving students. **Phase Three: Assessment: Assessing the CCSS with SBAC (2014-15 and beyond)**

Lastly, **SBAC Assessment** Implementation Phase has expanded professional learning, to deeply align curriculum, instruction and assessments to best prepare students and teachers for successful participation in and administration of SBAC assessments. In general, CORE *LEAs* are:

- Ensuring that teachers align their classroom instruction to the CCSS and utilize aligned curricular resources and pedogogies, to support student learning of CCSS and performance in the context of SBAC;
- Monitoring their CCSS implementation and instructional plans, which include pedagogical shifts for engaging all students to master all standards (with attention to English learners, students with disabilities, socioeconomically disadvantaged students, and gifted learners) (please see the CCSS Implementation High Quality Plan at the end of

section 1B);

- Continue to utilize CORE-developed performance tasks aligned to the CCSS content and SBAC context for formative and summative assessment, for informing instruction and intervention;
- Designing and delivering professional development that prepares teachers for SBAC administration which promotes deep learning and increased student achievement
- Integrating CCSS and SBAC aligned instructional and assessment pedagogy into the development of teacher and principal evaluation systems,
- Piloting and honing LEA developed prototype teacher/principal evaluation systems, which include multiple measures of effectiveness including CCSS-aligned pedagogy and student mastery of CCSS to ensure all students receive high quality instruction for optimum achievement opportunities;
- Continue to annually administer the state summative assessment, SBAC and,

Ensure a focus on continued student access to college- and career-ready courses.To support CORE LEAs and schools during the Assessment Implementation phase, CORE *Staff* will:

- Continue to facilitate cross-district collaborative convenings on at least a quarterly basis to review and share
  - CCSS implementation progress, key learnings, and modifications based on the LEAs' individual implementation plans and experiences.
  - Professional development examples and successful strategies among CORE LEAs to further the inclusion of the necessary pedagogical shifts for engaging all students to master every standard, with attention to low achieving students, English learners and students with disabilities;
  - Cross-district collaborative convenings will incorporate specific, problem-based professional development to address themes that emerge via analysis of achievement data from the participating LEAs.
- Document learnings from CORE-wide collaboration, new strategies, activities, and supports for public access as other CA LEAs implement CCSS and SBAC.
- Facilitate mutual accountability by fulfilling data monitoring and analysis commitment to inform problems of practice to drive the Communities of Practice topics.
- Further develop, curate, and distribute CCSS- and SBAC- based professional development for district/school teachers and leaders (based on progress of CORE LEA professional development plans and data analysis).
- Facilitate cross-district collaboration to carry-out LEAs' long-term CCSS- and SBAC-based professional development programs, deep learning, implementation, and sustainability.
- Engage with partner organizations to evaluate the pilot of teacher/principal evaluation systems for alignment to the pedagogical shifts required by the CCSS;
- Facilitate collaboration between CORE Districts and institutions of higher education to align teacher preparation programs for implementation of the CCSS (currently occurring

with California State Universities at Long Beach and Fresno).

Expanding access to advanced course work

CORE LEAs plan to expand access to college-level courses or their prerequisites, dual enrollment courses, or accelerated learning opportunities for historically under-represented groups of students. The focus of CCSS is to build college- and career-ready skills into the repertoire of all students. CORE LEAs are committed to creating school and district cultures that promote the ethos that all students can achieve at high levels. Therefore, all educators will be provided professional development opportunities to improve their ability to teach rigorous courses in Elementary, Middle, and High School that will prepare students to take AP courses and other college-level coursework (similar to Massachusetts).

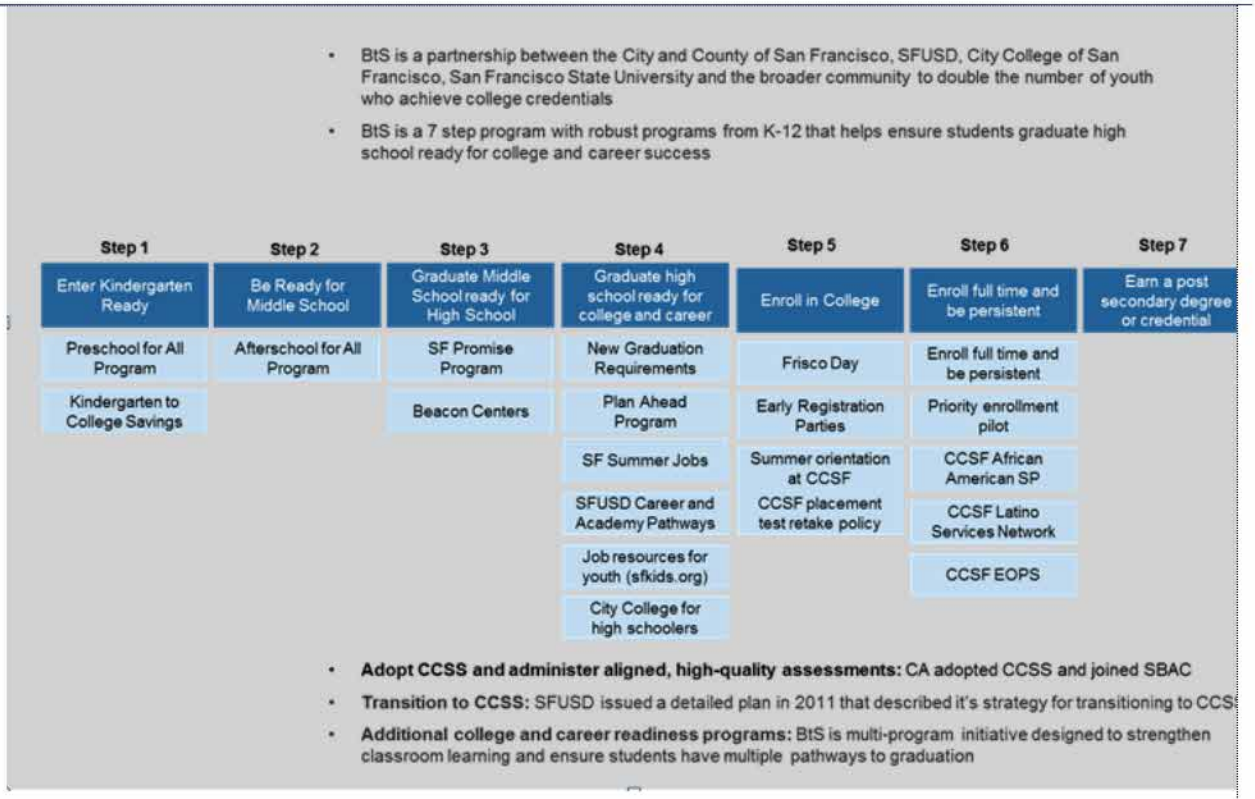
Within the CORE LEAs, the shift to CCSS will facilitate accelerated preparation and expanded access for students to Advanced Placement (AP) and dual enrollment courses and other accelerated learning opportunities include but are not limited to:

- Implementation of the CCSS requires a focus on increasing students' abilities to read increasingly complex literary and informational texts within and across grade levels. Attending to students' increased ability to comprehend complex texts at the levels of cognition required by the CCSS and subsequent programming of students into dual enrollment and AP courses based on demonstrated proficiency will increase the number of students represented in these course options.
- The CCSS place great emphasis on students learning academic language, which prepares them to understand and comprehend complex texts such as those utilized in AP and college level courses.
- Transition to CCSS requires all teachers – including those of advanced classes – to reflect and adapt their pedagogy to deliver instruction aligned to more rigorous standards.
- Modularization of CORE-designed performance tasks for formative assessment and ultimately, increased speed of content delivery to meet the needs to high-achieving students. Schools will have the option of offering students ahead-of-grade level modules where appropriate.
- LEAs can use results from the PSAT, CAHSEE, SAT and ACT tests, and other tests to identify students who could achieve a 3 or higher on AP exams, or the equivalent in an IB program or who would benefit from dual enrollment program. High-performing students will be notified and offered accelerated or advanced academic options, such as AP or other college-level coursework
- Monitor subgroup enrollment in secondary courses to ensure access and equity in college and career preparatory coursework and programs.
- The 11th grade SBAC assessment serves as a college-readiness indicator and will be used to determine if students are prepared to meet the demands of college coursework and to program students into AP and dual enrollment courses during their 12th grade year. CORE LEAs have committed to continue to use the California Early Assessment Program for analysis of students' college readiness and to inform appropriate interventions and class placements, until the SBAC assessments are implemented.
- The CCSS call attention to and reinforce the development of students' abilities and habits of mind such as problem solving, preserving, valuing evidence, responding to varying

demands of audience task, and purpose, comprehending as well as critiquing, developing and applying deep content knowledge, and demonstrating independence are foundational for success in AP and college level course work.

- As the CCSS are implemented and students experience success with the type of rigorous academic tasks and intellectual engagement inherent in the standards, they will gain a greater sense of self-efficacy and confidence in their ability to meet the demands of advanced level course work.
- In one of many examples of how CORE Districts are combining the transition to the CCSS with expanded access to advanced learning opportunities, Fresno Unified is expanding its International Baccalaureate (IB) program K-12 continuum in its seven high school regions. Because the CCSS will equip more students to take and succeed in the program's college level courses, FUSD is expanding acceleration opportunities through a system of tiered academic and social-emotional supports and interventions that matches student need to the type of intensity of required services), supported by the use of Equity and Access tools (such as a database to help identify and connect students to needed supports, an early warning system, and an a-g requirement completion monitoring tool) across the district to better "updraft" students toward the IB program's AP and dual enrollment classes.

At the same time, multiple CORE Districts, and other LEAs throughout California, have undertaken major initiatives focusing on expanding student access to college-preparatory and college-level courses linked to college and career pathways. Linked Learning initiatives now serve more than one-third of California high school students. Their growth has paralleled and leveraged the ongoing transition to the CCSS. Three CORE Districts (Long Beach, Los Angeles, and Oakland,) are in the Linked Learning Alliance, coordinated and supported by ConnectED: The California Center for College and Career. This initiative imbues students' high school education with more relevance and greater challenges and leverages vast resources in the surrounding communities. It integrates AP and other rigorous high school academic classes with career-based learning and real world workplace experiences linked to particular career-oriented pathways in fields such as engineering, information technology, biomedical and health science, education and child development, media and performing arts, law and law enforcement, among others. Students participate in multi-year "career academies" or "career pathways" at their high schools in which core subjects and technical courses are woven into career/industry themes. Career-themed pathways deliver the core curriculum through a project-based learning instructional methodology designed to provide both standards-aligned rigor and real-world relevance. Students have opportunities for job shadowing, internships, and other workplace experiences through district partnerships with local businesses, non-profits, and government agencies. Students also have opportunities for dual enrollment at local colleges in classes related to the career they are exploring. Our Linked Learning districts are documenting higher rates of high school graduation and completion of the "a-g" requirements for admission to California's 4-year universities (California's college-ready curriculum) achieved by students in Linked Learning pathways compared to non-participating peers at their same schools and statewide.



All participating LEAs commit to providing professional development regarding CCSS and SBAC pedagogy, curriculum, and assessments for all educators across all grades/departments, including teachers for students with disabilities, in order to decrease historical isolation of special education departments thereby crafting a culture of ownership for all students' educations and improve collaboration between general education and special education departments. Increased collaboration between general education and special education departments will ensure that administrators and teachers in both circumstances have high expectations for all students. Educators from participating LEAs will have ample opportunities to share and learn from each other as they implement the CCSS and transition to SBAC assessments through CORE facilitated:

- Monthly convenings. The convenings will held in a variety of venues ranging from online to in-person symposiums.
- Communities of practice across districts to support pairings across schools and LEAs to facilitate discussions revealing best practices for engaging and challenging students at different levels

All CORE facilitated convenings and events will be structured to:

- Share out successes and challenges
- Learn about related research in the field and other states' implementation efforts
- Plan for application of new learning back in each LEA.

Ensuring access to CCSS for students with disabilities and transitioning away from California Modified Assessments

The CORE LEAs will cease using modified assessments for students with disabilities once the SBAC assessments are ready for administration in 2014-15. Currently all California LEAs use the California Modified Assessments (CMA) and California Alternative and California Alternative Performance Assessments (CAPA), which are based on modified academic achievement

standards. The CMA is used for assessing students with disabilities who have an Individualized Education Plan. The CAPA are used for students with the most severe cognitive disabilities.

- When the Smarter Balanced Assessment Consortium's assessments begin in 2014-15, the Participating LEAs will fully phase out use of the CMA for accountability purposes. The SBAC assessments will be computerized and adaptive, accommodating the academic levels of test-taking students and particular disability-related barriers. As noted on the SBAC website (http://www.smarterbalanced.org/resources-events/faqs/): "The Smarter Balanced assessment system will provide accurate measures of achievement and growth for students with disabilities and English language learners. The assessments will address visual, auditory, and physical access barriers—allowing virtually all students to demonstrate what they know and can do. Our work is guided by the Smarter Balanced Technical Advisory Committee, as well as advisory panels for English language learners and students with disabilities." To facilitate the roll-out of the SBAC assessments, administrators and teachers will be trained in test administration in accordance with the SBAC testing specifications. CORE LEAs will follow SBAC guidance for full implementation to meet the needs of all learners.
- Professional development on CCSS and SBAC pedagogy, curriculum, and assessments will be delivered to educators across all grades/departments in each district, including teachers of students with disabilities, in order to decrease historical isolation of special education departments, craft a culture of ownership for all students' educations and to improve collaboration between general education and special education departments. Increased collaboration between general education and special education departments will ensure that administrators and teachers in both situations have high expectations for students. Teachers will be prepared for the transition from the CMA to SBAC through targeted professional development emphasizing skills students will need to successfully demonstrate learning and knowledge via performance tasks. LEAs will also implement CORE-designed CCSS-aligned performance tasks as formative assessments to inform targeted, grade-level instruction for all students, including those with disabilities and low achieving students. Tasks can be broken into modules in order to tailor speed of content delivery and scaffolded into learning progressions to provide access to Common Core concepts at a level of reduced complexity and to bring students with significant cognitive disabilities towards grade-level understanding these concepts. Teachers of low achieving students as well as students with disabilities can use broken apart performance tasks to formatively measure their students' ongoing progress or lack thereof.
- Teachers of students with disabilities will be supported with professional development to ensure a smooth transition for their students from STAR to SBAC. CORE will assist participating LEAs in the design and provision professional development to support students with disabilities and other traditionally low-achieving student groups. LEAs are expected to:
    - Include teachers of students with disabilities in all SBAC or assessment transition professional development for general education teachers
    - Incorporate additional professional development for teachers to ensure student individualized educational programs (IEPs) support the transition from CMAs to SBAC and are aligned with the standards, practices and high expectations demanded by SBAC and the Common Core State

Standards

- Provide clear and articulated test taking supports(within the SBAC constructs) and designated services to meet the unique needs of Students with Disabilities
- LEAs will fully implement CCSS at the start of the 2013-2014 school year, thereby providing teachers experiential training on teaching the new standards, as well as the requirements of the new SBAC context. This transition will include the use of the released SBAC performance tasks and other LEA and CORE developed performance tasks to assess student understanding and learning of CCSS concepts prior to SBAC implementation and increase student familiarity with CCSS-aligned performance tasks

No more than 2% of students will be eligible for inclusion in the CORE School Quality Improvement System based on their CMA score (prior to the transition to SBAC CCSS-aligned assessments).

In 2014-15, with the transition to SBAC, students with the more severe disabilities will continue to take the CAPA (or an equivalent CCSS-aligned assessment). No more than 1% of students will be eligible for inclusion in the School Quality Improvement System based on their score on the CAPA (or equivalent assessment).

The CORE Board has developed a high quality plan (see below) to promote a culture of high expectations and rapid academic growth for all students, but especially spotlight the issue of traditionally underperforming subgroups. With respect to subgroups the plan includes the following:

- COMPLETE-Phase I: Beginning in 2011-12 the Participating LEAs initiated professional development opportunities through cross-LEA collaboration sessions and a Summer Assessment Design Institute. During 2012-13, Participating LEAs began to develop CCSS-aligned instructional plans, English Language Development standards, and CORE-developed performance tasks.
- COMPLETE-Phase II (year 1): In 2012-13 the Participating LEAs adopted and began to build common knowledge related new California ELD standards aligned learning targets and developed instructional plans with special focus on EL students and EL benchmarks and achievement indicators. This work is ongoing and will need to be resourced to support implementation.
- COMPLETE-Phase II (year 2): In August 2013, Participating LEAs will participate in a Summer Symposium focused on integrating the CCSS ELA standards to the new CA ELD standards centering on the vital importance of academic language, and designing the best instructional delivery plans to guarantee accelerated English language development and high levels of learning and achievement. In 2013-14, as all Participating LEAs have fully implemented CCSS in ELA and math for all students, they will also document standards and associated instructional tools and pedagogical shifts that support low achieving students align with CCSS. This effort will require release time for staff, professional development related to the CCSS and serving the needs of all students along with the potential purchase of resources. This is a major change in instructional practice and metrics in which the CORE LEAs are taking the vanguard in California, thereby

providing substantive advance work that can be shared with other LEAs over time.

- Phase III: Participating LEAs will begin to administer CCSS-aligned testing in ELA and math for all students (with exception of the most cognitively delayed students).

Table 2: High Quality Plan for Common Core State Standards Implementation

Key Milestone or Activity	Time-line	Responsible	Evidence of Progress (Attachment)	Resources	Significant Obstacles
Phase I: Building Shared Knowledge and Understanding	2011-12 SY	•Participating LEAs	•PD opportunities, cross-LEA collaboration sessions, Summer Assessment Design Institute	•Already complete; future LEA and CORE staff time for additional participating LEAs	•Already complete
Phase II (year 1): Transition – Apply resources to implement CCSS, pilot new resources, expand collaboration	2012-13 SY	•Participating LEAs •CORE staff	•CCSS-aligned instructional plans, English Language Development standards, CORE-developed performance tasks	•Already complete	•Already complete
EL student transition	2013-14 SY	•Participating LEAs	•English-Language Development Standards-aligned learning targets; instructional plans with consideration for ELLs; ELL benchmarks and achievement indicators	• Already complete • Ongoing LEA and CORE staff time	•Learning and transitioning to the New CA ELD Standards will require significant PD and implementation monitoring
SWD student transition	2013-14 SY	•Participating LEAs	•IEP Goals, PD and instructional plans with consideration for SWDs	• Already complete • Ongoing LEA and CORE staff time	
Low achieving students – gain access to and learning content aligned with such standards	2013-14 SY	•Participating LEAs	•PD and instructional plans with consideration for low achieving students	•LEA and CORE staff time • COMPLETE	

Key Milestone or Activity	Time-line	Responsible	Evidence of Progress (Attachment)	Resources	Significant Obstacles
Phase II (year 2): Full implementation of CCSS in ELA and math for all students	2013-14 SY	•Participating LEAs	•All Participating LEAs have developed (and new Participating LEAs will include) CCSS transition plans (documented in the Waiver narrative) which include CCSS implementation for all students in the 2013-14 •District participation in CCSS Implementation Plan Review and Collaboration and completed rubrics as required for convening • End of year documentation of standards and associated instructional tools that align with CCSS	•LEA staff time release for PD, CCSS-aligned resource purchases COMPLETE	•CCSS is a large, complex change for LEAs for which adequate PD and resources can ease the transition
Participating LEAs meet with peer review partners to ensure full implementation of CCSS, including access for ELL students, SWDs, and low-achieving students	2013-14 SY and beyond	•Participating LEAs; CORE	•Participating LEAs are accountable to their peer review partners and complete an official peer review via the annual self- and peer-review process; peers will check in with their partners informally throughout the year through SAI convenings and events •Peer LEAs notify CORE through the peer-review and development planning process if peer LEAs fail to address expectations•LEAs to provide CORE with regular status	•LEA and CORE staff time	•CORE will ensure that LEAs meet with peer review partner regularly by collecting progress reports on implementation for tracking and reporting purposes

Key Milestone or Activity	Time-line	Responsible	Evidence of Progress (Attachment)	Resources	Significant Obstacles
			reports for reporting purposes		
Participating LEAs implement CCSS-aligned SBAC assessments	2014-15 SY	•Participating LEAs	•LEAs administer SBAC assessments for all students	•LEA staff training and administration time	• Technological hardware and bandwidth issues challenge SBAC administration

1.C Develop and Administer Annual, Statewide, Aligned, High-Quality Assessments that Measure Student Growth

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

Option A	Option B	Option C
☒ The SEA is participating in one of the two State consortia that received a grant under the Race to the Top Assessment competition. i. Attach the State's Memorandum of Understanding (MOU) under that competition. (Attachment 6)	☐ The SEA is not participating in either one of the two State consortia that received a grant under the Race to the Top Assessment competition, and has not yet developed or administered statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs. i. Provide the SEA's plan to develop and administer annually, beginning no later than the 2014-2015 school year, statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs, as well as set academic achievement standards for those assessments.	☐ The SEA has developed and begun annually administering statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs. i. Attach evidence that the SEA has submitted these assessments and academic achievement standards to the Department for peer review or attach a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review. (Attachment 7)

California is part of the Smarter Balanced Assessment Consortia, one of two multistate consortia awarded funding from the U.S. Department of Education to develop an assessment system based on the CCSS. During the period of transition from the California Standards Tests (CSTs) to the SBAC, CORE LEAs, along with most all CA schools, participated in the CA SBAC pilot in 2013 and field-test in 2014 in all CORE LEA schools as well as most all California schools statewide. As a governing state in the SBAC, California has taken an active role in supporting the work of the consortium. CORE has closely followed California's work within the SBAC to inform CORE LEAs' transition to and implementation of the CCSS and new assessment system.

Since 2012 CORE LEAs have used the CORE-developed SBAC-like performance tasks to prepare students and teachers for the new CCSS content and SBAC contextual expectations. Both the SBAC field test as well as local SBAC-like assessments have and continue to inform district professional development needs, instructional content delivery and support in making necessary pedagogical shifts. Throughout the transition, CORE LEAs have used the CORE-developed CCSS- and SBAC-aligned performance task modules to prepare teachers and administrators for the transition, by offering exposure and experience to and with the new types of assessments that are redefining student learning. To inform CCSS implantation and student learning progress of the new standards, the LEAs have also implemented local- and publisher-developed CCSS aligned and SBAC-like interim assessments for formative use. Student achievement from locally administered assessments is being used for instructional decision making to address the needs of all students. Although, data is carefully analyzed to identify learning support for English Learners, low achieving students and students with disabilities.

Each participating LEA is implementing individual plans and strategies for aligning CCSS/SBAC curriculum and instruction within local assessment systems. LEAs are providing professional learning for teachers and leaders as well as student engagement in preparation for SBAC administration. CORE LEA examples of efforts to align instruction and assessment systems to CCSS and SBAC are illustrated as follows:

Fresno (FUSD):

In preparation for the new CA state summative assessment (SBAC), FUSD has engaged in realignment of the district-wide interim assessment system. District staff first analyzed existing assessments adopted, developed and used pre-CCSS and SBAC for alignment or lack-there-of to the CCSS practices and SBAC assessment claims. Through these efforts, some existing assessments were eliminated, some were modified for alignment and new quarterly common assessments aligned to the CCSS and using all SBAC item types were designed and implemented. The content areas of the new quarterly assessments include ELA, math and history/social science. The district is working with teachers and leaders to grapple with the time intensive demands placed on teachers for scoring performance task assessments within an interim assessment system. Teachers and leaders meet monthly to deal ongoing challenges and changes with assessment model design, planning, implementation and questions.

The district innovated to create the Developed the Fresno Assessment System for Teaching (FAST), a formative assessment item bank created by district teachers for use by all teachers in ELA and math. Teachers are using the resource bank as needed for formative assessment focused on classroom learning targets. Some FUSD Accountable Communities use FAST for common assessment creation for common data analysis, instructional interventions and planning.

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FUSD has focused professional learning for leaders and teachers in the use of the assessment data to support acceleration of student learning growth. An example of such PD is the administration of annual spring performance tasks in grades K-11 in both ELA and mathematics (through Algebra 2). This district-wide initiative which started in the spring of 2012-13, has and continues to serve as an opportunity for teachers to self-assess their assessment shift preparedness and students' preparedness for summative SBAC-like assessments. Following the annual administration, teachers gather to analyze student work and make instructional determinations for the current and future years. District leaders are also able to determine if system-wide shifts are necessary to support students, teachers and schools in the implementation of new assessments. Other topics of PD are:

- Assessment literacy
- Digital Literacy, Roll-Out of FUSD Digital Literacy Scope and Sequence (layout of the skills students need to navigate the CCSS and SBAC)
- Preparation for the SBAC testing
- Differentiating the purposes and needs for State, District and Classroom level assessment

In 2013-14 prior to the SBAC field test, FUSD purchased student tablets for deployment to all schools. Test administration strategies, practice and training tests for students were made available for all teachers to facilitate system-wide preparedness.

Long Beach (LBUSD):

LBUSD has articulated tightly aligned assessment expectation that spans from the individual classroom level to a broadly cross-district articulated system. As a result of this clearly articulated work, SBAC-aligned assessments within every district instructional unit have been developed with use expectations included. Together, teachers review and analyze student work and achievement at the end of each unit. Unit assessments are used formatively used by individual teachers and school site grade level and department teams to make decisions about classroom instruction and academic interventions. All instructional units with corresponding assessments can be viewed at: http://www.lbschools.net/Main_Offices/Curriculum/Areas/English_Language_Arts/ELACurrDocsES.cfm
The district has provided extensive training for teachers and leaders to align instruction and assessment systems to CCSS and SBAC. Some examples of district-wide professional learning topics related to assessment provided to all teachers include:

- Embedding and utilizing formative assessment strategies within instruction for planning and decision making
- Technology training to support student is accessing SBAC assessment questions and tasks
- Vocabulary instruction to support of ELs as they access and successfully participate in performance task assessment and specifically SBAC

Los Angeles (LAUSD):

LAUSD has worked extensively with schools to foster a strong knowledge base for all educators in preparation for SBAC administration. Curricular maps for both ELA and mathematics have been developed and distributed with training support and clear implementation expectations. The maps, which are aligned to CCSS and include SBAC-like formative assessment opportunities, reflect the pedagogical and assessment shifts necessary to promote tight alignment between instruction and assessment.

The district has developed and delivered professional learning and assessment pilot experiences for

teachers and leaders to ensure adequate understanding of the shifts in assessment practices encompassed within CCSS and SBAC and strategies to ensure success for EL, SwD and low achieving students. Examples of such professional development topics include:

- Unpacking performance tasks and assessment items using Webb's Depth of Knowledge
- Aligning instructional and assessment strategies to meet needs of diverse learners
- ELA ELD lesson pilot, district wide teams developing common lessons aligned to ELA/ELD framework
- Piloting common ELA/ELD assessments

Aligning assessments to classroom instruction and curricular resources has and continues to be a priority in LAUSD. In the 2014-15 school year, the district aligned their adopted instructional resources and assessments for mathematics in middle school grades (6-8). The same work is currently being completed for high school grades (9-12) for full roll-out in 2015-16. Educators have also been deeply engaged in the Basal Alignment Project in elementary grades and the Anthology Alignment project in high school grades to ensure that instruction and curricular resources, as well as assessments are tightly aligned.

Teachers of non-tested grades and subjects have been engaged in the implementation of CCSS and SBAC assessments. SBAC-like assessments are used to train and support teachers of NTGS to create contextually aligned items. Examples of district efforts to create coherence for teachers in all grades and subjects include:

- Partnership work with the Stanford University History Instruction project to integrate history/social science instruction with CCSS ELA and to embed SBAC-like formative assessment practices within instruction
- Assessment design principles and development which reflect CCSS mathematical and ELA practices and SBAC assessment claims in
    - K-2 math and ELA
    - Science: middle school grades (6-8), chemistry and biology

Integrated performance assessment tasks have been designed and implemented by teachers throughout the district. A couple of examples of the subject matter integrated performance tasks are:

- History Social Science, science and ELA
- 5th grade integrated performance tasks, ELA, Science, HSS & arts (http://lausd.wistia.com/medias/m6ss7fx6aq)

In partnership with Connect Ed, Learning Design Collaborative modules and processes are in early implementation phases in secondary schools. And in LAUSD Linked Learning schools Mathematics Design Collaborative modules and practices are being implemented. Both LDC and MDC modules and practices reflect CCSS and SBAC aligned assessment strategies which include integrated performance assessment tasks and instructionally embedded formative assessment.

Lastly, to ensure that all students are able to access and successfully navigate the technological devices required to take SBAC assessments, the district has undergone extensive planning and implementation of the LAUSD CCSS Technology Project. An initiative to support SBAC implementation and nurture technology proficiency for students, a digital curriculum (full instructional units) and assessments in grades K-12 are being utilized.

Oakland (OUSD):

OUSD has designed curriculum units with an embedded assessment approach. In mathematics, district benchmark performance tasks assessments are periodically administered to all students. Students in grades K-5 take the tasks are at the end of every three instructional units and grades 6-12 participate in common tasks twice annually. These common performance tasks are allowing teachers, departments and school to monitor student learning, as well as adjust instructional practices to meet the rigors and contextual assessment expectations of both CCSS and SBAC. In ELA, the district is employing an array of strategies to ensure instructional alignment to the new demands. With literacy and writing as priorities, students in secondary grades engage with performance writing tasks in in English and History courses. Teachers in both subjects collaborate using student work to identify implications related to ELA instruction. Common reading assessments at all grade levels are also used to help teachers in instructional planning and delivery.

OUSD is in the midst of developing a district-wide assessment calendar which will encompass all grades and subjects to support direct alignment of instruction and SBAC. The calendar and expectations will reference the SBAC Digital Library and include SBAC-like assessment tasks, items and interims.

San Francisco (SFUSD):

SFUSD has supported its educators through an effective transition to the Common Core State Standards (CCSS) and the Smarter Balanced Assessments (SBAC). Some of the most powerful tools educators can use to increase student learning are the data from well-structured and well-timed formative and interim assessments.

To this end, important adjustments were made to SFUSD's Common Learning Assessments (CLAs) for the 2013-2014 school year to give teachers and students the opportunity to experience new item types and increasingly focus on the content and structure of the CCSS. Additionally, the Fountas and Pinnell (F&P) reading assessments will continue to be implemented district-wide in grades Transitional Kindergarten—1, and will extend district-wide to grade 2. In an effort to support teachers' instruction in writing across the grade levels, the Integrated Writing Assessment (IWA) will be administered district-wide in grades 3, 6 and 9. The focus of the IWA is opinion/argumentation writing. Teachers representing all sites participate in the professional development session where the student papers are scored. The results for the IWA are used by teachers to identify how well their students are doing with this writing type through both a holistic and analytic study of the writing. The overall findings of the IWA serve to inform the professional development focus for the district regarding writing.

The ELA CLAs have been revised to be fully aligned to the SFUSD ELA PK-12 Scope & Sequence with embedded Common Core State Standards. Each assessment includes 15-20 multiple choice items and one short constructed response (CR) item. The CR item requires students to write briefly and is rubric scored by the teacher.

All mathematics CLAs include several multiple choice items, one to two constructed response items and one performance task.

Santa Ana (SAUSD):

In effort to inform teachers and the system of ongoing student learning and achievement, SAUSD has embedded formative assessment throughout each of the lessons found in all instructional units, K-12. Teachers of all grades and subject matter have participated in professional learning

opportunities to support their instructional delivery by learning about strategies to continuously assess their students while they are engaged in learning. Such strategies are found within the unit of instruction templates and published units used by all teachers.

The district has also designed comprehensive assessment matrices and calendars which include interim and summative assessment. These assessment expectations are implemented commonly by teacher teams thereby facilitating a data stream for instructional design and decision making, and the provision of student academic interventions. The assessment matrices and calendars span all academic content areas, grade levels and language development.

The assessments and measures encompassed in the district assessment system align to the expectations and shifts found in CCSS and SBAC. Students participate in all assessment item types found in SBAC throughout the year in both instructionally embedded formative assessment as well as benchmark assessment experiences.

Employing the SAUSD common assessments delineated within their assessment system, teachers and leaders are afforded a comprehensive data set to map individual student and group learning progress. All schools in the district participate in mid-year data review team meetings to analyze progress and adjust as necessary prior to year end summative assessments.

Principle 2: State-Developed Differentiated Recognition, Accountability, and Support

2.A Develop and Implement a State-Based System of Differentiated Recognition, Accountability, and Support

2.A.i Provide a description of the SEA's differentiated recognition, accountability, and support system that includes all the components listed in Principle 2, the SEA's plan for implementation of the differentiated recognition, accountability, and support system no later than the 2013–2014 school year, and an explanation of how the SEA's differentiated recognition, accountability, and support system is designed to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

From the first discussion to the actual work of drafting this application, it has been clear that The Superintendents of the CORE Board are passionately committed to preparing college- and career-ready graduates, tackling equity and access for success; increasing student achievement for all students; closing achievement gaps; and maintaining healthy and positive school environments. Despite the fact that current NCLB accountability regulations do not reach beyond narrow achievement targets and cut points, the Participating LEAs strongly believe that social-emotional and school culture and climate factors play important roles in preparing all students to be college- and career-ready. Accordingly, the Participating LEAs believe that indicators in both of these domains should be included in a new system of accountability to drive overall student achievement improvement. Therefore, CORE is proposing an alternative accountability model – the School Quality Improvement System -- grounded in the concept of moral imperative outlined in the work[14]of Michael Fullan, Ph.D. The central tenet is that college-and career-readiness can only be achieved if disproportionality in academic inputs and outcomes is eliminated.

The School Quality Improvement System is designed with the recognition that the federal expectations for meeting students' needs have been too narrow for too long. LEA's have too often been chasing success in a system that does not define success in a comprehensive or rigorous way. The LEAs participating in the School Quality Improvement System are rejecting this narrow focus and accept the radical ideal that true success for all students can only be achieved through a holistic approach. It is underpinned by a moral imperative to help all students succeed, and is driven by a commitment to collaborate through communities of practice, school pairings and shared/mutual accountability. It includes annual expectations for progress as well as absolute levels of performance and growth. LEAs participating in the School Quality Improvement System are committed to hold themselves and each other accountable for student success on the Common Core State Standards, as measured by both absolute performance and growth over time. However, significant research has found that by only focusing on academic success, the true picture of a student's college and career readiness is obscured. The Participating LEAs want to be held to a higher standard on a much more comprehensive range of measures that collectively indicate students' college and career readiness, and are more effective drivers of change.

Our School Quality Improvement System recognizes the importance of and values not only academic preparedness but also multiple measures of student success in students' social-emotional development and the critical role of a school's culture and climate. Within these three domains, the

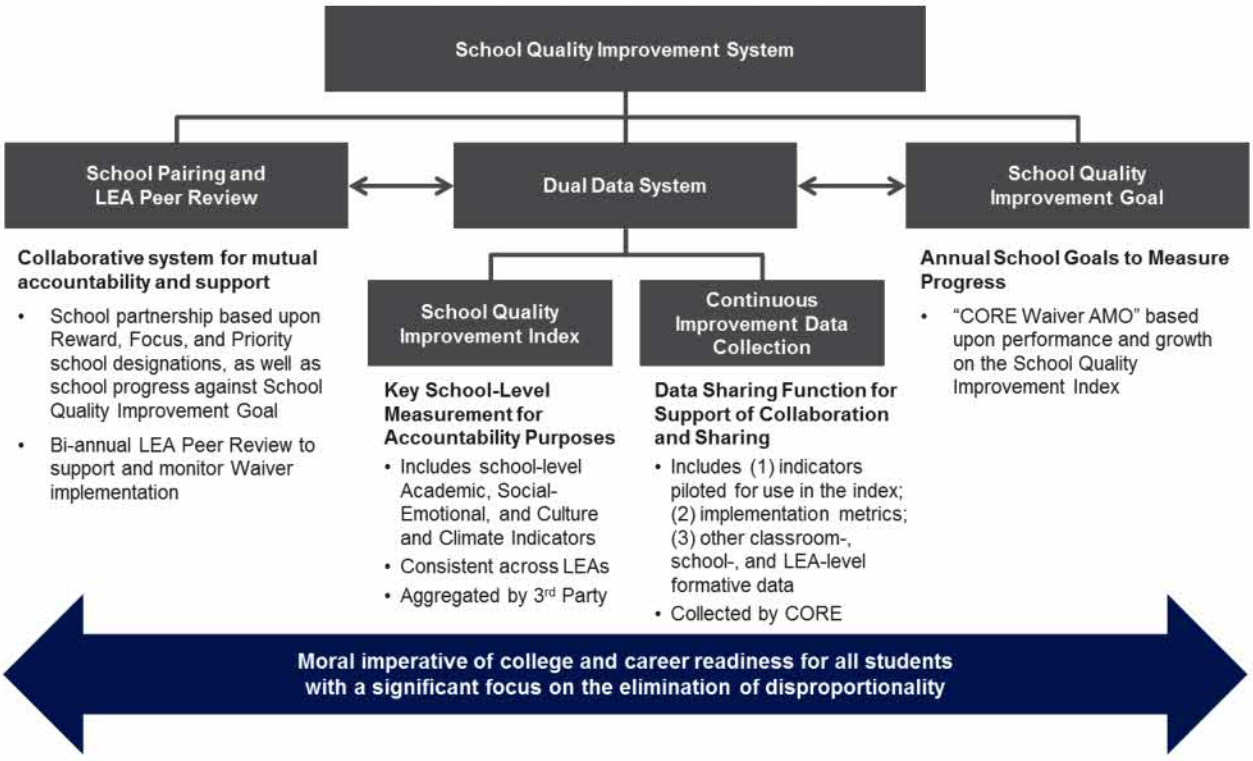
[14] Fullan, Michael. (2011).

School Quality Improvement System focuses on metrics that will drive the system in the right direction to achieve better outcomes for all students. (Further details on the measures within these domains, the rationale for their selection, proposed weighting of the various domains and particular measures, and plan for finalizing it, and targets are presented below.)

Success in the social-emotional and school culture and climate domains do not operate independent of success in the academic domain. The Participating LEAs' belief in the importance of these variables is supported by substantial bodies of research. For instance, chronic absence and suspensions are predictors of poor academic achievement and dropping out of school. Students who are strong in social-emotional skills and mindsets, such as self-discipline and belief in themselves, tend to do better in school and in life than those who are not as strong in these areas. Moreover, schools can address these social-emotional factors through particular approaches to help students develop additional skills beyond academic preparedness, along with school culture and climate measures, and thereby improve students' engagement in school and academic achievement, and ensure that they graduate equipped with the 21st Century skills that are crucial to college and career preparedness and success in life. (Please see the summary of research, presented later in section 2A, supporting our inclusion of social-emotional and school culture and climate factors in the CORE accountability model.)

Figure 15 illustrates the components of the School Quality Improvement System:

Figure 15. CORE School Quality Improvement System



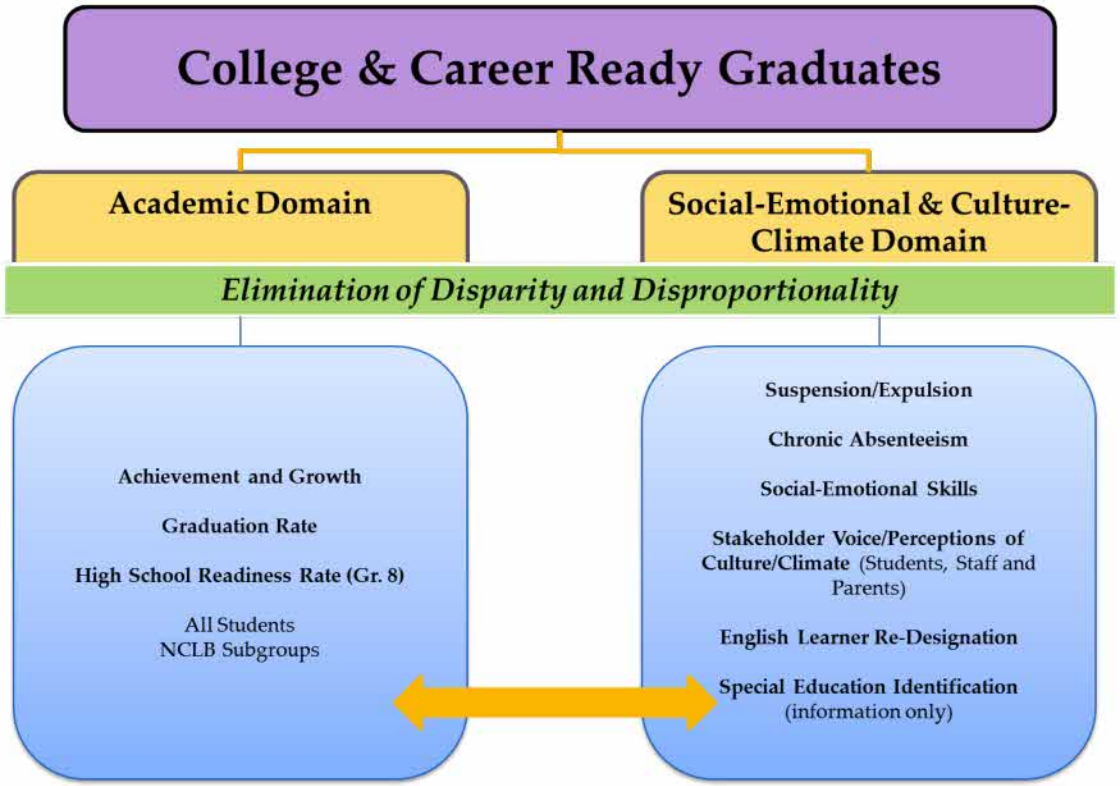
As depicted in Figure 15, key features of the School Quality Improvement System include:

- The *School Quality Improvement Index* – an accountability calculation that is at the heart of the proposed alternative accountability system. *School Quality Improvement Goals* – Intended to be used as the LEAs' Annual Measurable Objectives once fully implemented.

- A *Dual Data System* that combines summative data for accountability reporting purposes (*School Quality Improvement Index*) with formative measures (Continuous Improvement Data Collection System) to support schools and districts in continuous improvement initiatives
- Provisions for *School Pairing and LEA Peer Review* – collaboration for mutual accountability and support

The Participating LEAs have designed the School Quality Improvement Index, a rigorous accountability structure (Figure 16) with metrics that will be used to measure student, school, and district achievement, progress, and success, and will provide schools, teachers, and administrators with clear, in-depth feedback on areas of strength and those in need of improvement in support of the overall goal of students' college- and career-readiness. It will move Participating LEAs toward an outcomes-based system where LEAs and schools jointly hold each other accountable for ensuring that students matriculate between grade levels prepared for continued success.

Figure 16. CORE School Quality Improvement Index



A central tenet of the School Quality Improvement System is that college and career readiness for all students can only be achieved if disparity and disproportionality are eliminated. This is why the minimum sample ("n") size for inclusion of subgroup performance in the School Quality Improvement Index is 20 students, as compared to 100 students under current state and federal accountability systems. This change was not requested or required by the U.S. Department of Education. However, during the development of the School Quality Improvement System, it became clear to the CORE Board that making this change was critical to ensure we're best serving our most vulnerable students.

A study by the Aspen Institute's Commission on No Child Left Behind found that "In practice…many states have allowed schools to omit significant numbers of students by setting large minimum sizes (n-sizes) for calculating subgroups' performance. Used appropriately, these measures are needed to maintain statistical reliability and protect student privacy, but they can be—and have been—abused. As a result, large numbers of schools have not been held accountable for the performance of significant numbers of students." In order "to ensure that large number of students do not remain 'invisible,'" the Commission recommends strengthening school accountability requirements by restricting the minimum subgroup size to no more than 20 students.

Analysis indicates that reducing the n-size to 20 – from the current system with an n of 100– will increase the overall number of students for which Participating LEAs will be accountable for by 15%. In the current CORE LEAs alone, the number of African American students that would be accounted for would increase by 26,900 — a 74% increase over the 36,200 in the current system under NCLB. There would be a 10% increase in English Learners and a 262% increase in students with disabilities for which schools and the Participating LEAs would be held accountable. As a result, the Participating LEAs have agreed to use an n-size of 20 for all recognized subgroups. This measure will ensure that a bright light is shined on achievement and support for all students at every school. Across the current eight participating LEAs, schools will be held accountable for reporting progress of nearly 153,000 additional students, of whom a large percentage are African American, Latino, English Learner, or are students with disabilities.

We also want to highlight that in the academic domain, the CORE School Quality Improvement System will encompass a substantially more robust set of measures than what is used currently in California's Academic Performance Index (API) system and to determine whether schools in California are making Adequate Yearly Progress under NCLB. Currently California high schools are only held accountable for their California High School Exit Exam proficiency rates among 10th graders, their ELA and Math California Standards Test results, Academic Performance Index, and their 4-year cohort graduation rates. Under the CORE Waiver, Participating LEAs and high schools will be asked to focus on a much more robust set of measures looking across multiple subjects and years by using all state tests administered in the high school grades, as well as 4-, 5-, and 6-year graduation rates. Middle schools will be accountable for all state tests administered as well as the high school readiness rate of 8th graders. Superintendents from the Participating LEAs felt it was important to include this dimension because they know from experience that student indicators in 8th grade meaningfully predict students who are prepared for the rigors of high school. Schools will additionally be accountable for various measures in the social/emotional and school culture and climate domains.

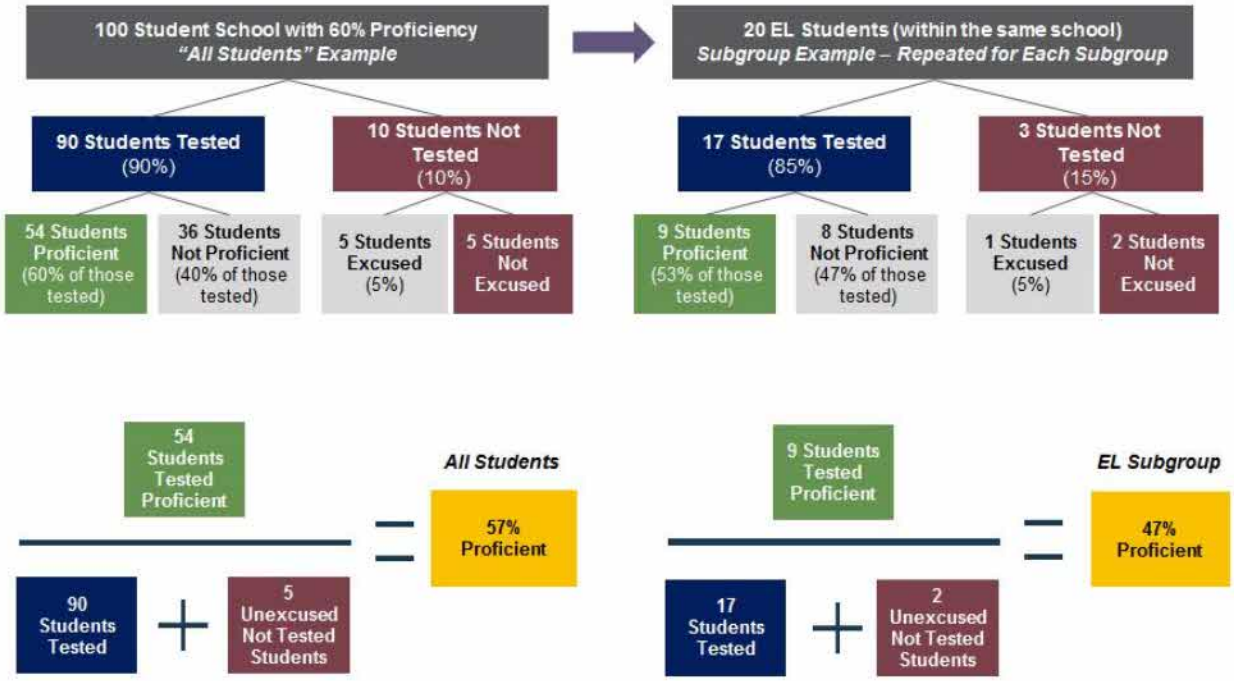
Therefore, LEAs and schools will be gathering, reporting, and utilizing for continuous improvement a great deal of information – on all assessments administered in all grade levels of state testing and high school graduation as well as attendance and suspension/expulsion rates, stakeholder perception surveys, social-emotional measures, identification of Special Education students and redesignation of English Learners as formative building blocks toward college- and career-preparedness. In short, the expected outcomes do not change, but the drivers of change reflect Fullan's crucial elements for whole system reform, including intrinsic motivation, instructional improvement, teamwork and "allness."[15]

In addition, Participating LEAs will be held accountable for meeting a 95% participation rate on all

[15] Fullan, M. (2011).

state assessments. Beginning in 2014-15, schools in Participating LEAs will only be able to be designated reward schools if at least 95% of their students in the all students group and all individual subgroups are tested on state assessments. Moreover, any school with less than 95% of students in the all students group or any individual subgroup tested will receive an adjusted performance score on their School Quality Improvement Index Score that includes the number of non-tested students as "non-proficient" for both the "all students" and subgroups raising each to the total number of students to the equivalent of 95%. See figure 17 for an example calculation. Further, if a school tests <95% of eligible students in the all students group or any individual subgroup, it will automatically be designated as missing the CORE Annual Measureable Objective and School Quality Improvement Goal.

Figure 17. Schools Below 95% State Assessment Participation Rate for "All Students" Group and Subgroups Example Calculation



Academic Domain Performance scores and growth for students with disabilities will be based on alternative assessments (CMA and CAPA) until the implementation of the CCSS-aligned assessment (SBAC) in 2014-15 (Figure 14). At that time students with moderate cognitive disabilities will be assessed using the CCSS-aligned assessment. However, until that time no more than 2% of students will be eligible for inclusion in the School Quality Improvement Index based on their CMA score. Students with the most severe cognitive disabilities will continue to be assessed with the CAPA or an appropriate CCSS aligned assessment. No more than 1% of students will be eligible for inclusion in the School Quality Improvement index based on their CAPA (or an equivalent CCSS-aligned assessment) score.

Figure 18. CORE Plan –Academic Assessments for Students with Disabilities

	SWDs – Significant Cognitive Disabilities (1%)	SWDs – Moderate Cognitive Disabilities (2%)
Current California Assessment	California Alternate Performance Assessment (CAPA) An alternate assessment to assess students with significant disabilities to a modified set of standards	California Modified Assessment (CMA) An alternate assessment to assess students with moderate disabilities to a modified set of standards
2013-2014 SY: Inclusion in School Quality Improvement Index	Academic Domain Performance and Growth scores for students with significant disabilities will be based on CAPA assessments	Academic Domain Performance and Growth scores for students with moderate disabilities will be based on CMA assessments
2014-15 SY: Changes Under SBAC Implementation	Academic Domain Performance and Growth scores for students with significant disabilities will be based on CAPA assessments. If California changes CAPA assessments, LEAs will use an appropriate alternate modified assessment	Academic Domain Performance and Growth scores for students with moderate disabilities will be based on a CCSS-aligned adaptive assessment (e.g. SBAC)
Application of ESEA Waiver Caps	No more than 1% of students will be eligible for inclusion in the School Quality Improvement Index based on their CAPA score (or equivalent assessment score)	No more than 2% of students will be eligible for inclusion in the School Quality Improvement Index based on their CMA score (through 2013-14) or SBAC assessment score

The School Quality Improvement System will be implemented in all schools across Participating LEAs, ensuring consistent, rigorous standards across districts representing over one million students, at a minimum. We also anticipate that many more California LEAs are likely to sign onto the CORE Waiver in the coming years, thereby extending the reach of the School Quality Improvement System.

The School Quality Improvement System's Dual Data System for Data Collection, Reporting, and Sharing

In addition to being accountable to outcomes at the school and LEA level, CORE is committed to ongoing monitoring and publishing of benchmarked, multi-faceted data indicators in order to provide formative inputs and to help districts develop a repository of best practices for success.

In recent years, in the absence of this requested ESEA Flexibility Waiver, all CORE LEAs have developed and employed internal accountability systems (or district data dashboards) that reach beyond current federal NCLB expectations to gauge academic progress and student success within schools and districts in order to inform decisions for continuous improvement. Districts also have constructed guiding goals based on local contexts and challenges, ensuring that local values, as well as community cultures and needs, are included within district accountability systems.

The natural next step in this evolution is the CORE proposed system of differentiated recognition, accountability, and support, which focuses on continuous improvement, addresses the needs of individual district student and community populations, and satisfies the ESEA Flexibility Waiver based on guidelines for 2A Option B.

The Participating LEAs view this ESEA Waiver as an opportunity to shift the current system of sticks and carrots into one that fosters an environment of continuous improvement based on collaboration at all levels. To that end, and in absence of a state data system to inform continuous improvement, all Participating LEAs have agreed upon the need to collect and report school achievement and progress data that reach *far beyond* just what are represented in the proposed CORE federal accountability structure (School Quality Improvement Index) and current California Academic Performance Index (API).

To effectively implement the School Quality Improvement System, Participating LEAs will employ a shared Dual K-12 Data Collection and Information System (Figure 19) to collect and analyze student-, school-, and district-level performance to not only identify, reward, and support schools, but to monitor progress with an eye on continuous improvement. As noted, this system will encompass academic achievement, graduation, persistence, and multiple social-emotional components, and school culture and climate indicators. This robust longitudinal data system will assure that information from all domains is useful to inform instructional and programmatic data-informed decision making across the Participating LEAs. It ultimately will enable LEAs to share formative achievement and environmental data in a mutually transparent manner for regular review of system drivers for effectiveness and improvement.

Figure 19. Dual Data Collection and Information System for Continuous Improvement

The CORE Dual Data System for Continuous Improvement will house (1) summative data for accountability reporting purposes (*School Quality Improvement Index*), and (2) formative measures (*Continuous Improvement Data Collection System)* to support schools and districts in continuous improvement initiatives, the transition to the CCSS/SBAC, and educator evaluation systems. This dual system will allow continuous monitoring of systemic and school progress toward the final measures of accountability. In order to maintain the focus of eliminating disparity and disproportionality, all categories of data will be disaggregated and reported for all of the existing NCLB subgroups. As noted, changing the n-size to a minimum of 20 will require and enable the participating LEAs to be accountable for substantially increased numbers of students from underserved groups.

All participating LEAs currently employ individual longitudinal data systems for reporting and decision making. It is not the CORE Board's intention for the Dual Data System for Continuous Improvement to layer additional data collection, but rather to offer an opportunity to make data collection, reporting, analysis, and application more collaborative for the entire CORE network, to produce better measurable results for all students. By rolling local district data up to a larger system, it is believed that districts will create better transparency around innovative and successful programs, and encourage data driven cross-district collaboration and teaming focused on common problems of practice. The opportunity to examine and analyze common data points across all of the participating LEAs will allow the LEAs and CORE to identify early indicators for dialogue, professional development, and systemic intervention. Such convenings, professional development, and interventions will be designed and facilitated by CORE staff with the input of Participating LEAs through cross-district collaboration, planning, and implementation.

Evidence of a participating LEA that has successfully incorporated the ongoing use of data for continuous improvement is Long Beach Unified School District. The Long Beach Unified and Fresno Unified partnership is also an example of successful data-driven collaboration, problem solving and intervention design. Participating LEAs will be able to follow the two Districts" lead in continuous improvement based on this model.

District Vignettes – Using a Data System for Continuous Improvement: Long Beach Unified School District

Long Beach Unified has developed a robust data system, LROIX, which drives LBUSD's strategic plan, accountability model, and student performance monitoring. LROIX tracks achievement, participation, attendance, and disciplinary action at the student, school, and district level. LROIX was implemented district wide in 2012. Using this system, LBUSD already is exceeding Principle 2 requirements:

- Recognition: High-performing schools (as identified by state and district measures) are presented with a large star to place on the outside of their buildings.
- Support: Struggling schools (as identified by state and district measures) are provided additional coaches and/or additional training and professional development.
- Accountability: The district sets ambitious goals and each Principal sets goals at the beginning of each year related to district-level objectives. Principals are held accountable for their school's goals.
- Transparency: Additional data are available to students and parents, and schools are

recognized in more than three categories.

Emerging evidence that the use of data in district partnerships to build a culture and execute plans for continuous improvement is found in the longstanding district partnership of two participating LEAs, the Fresno and Long Beach unified school districts. Each of the two districts maintains a local data system to inform district decisions and monitor individual progress (described in the vignette found in the Overview section), but they have also continuously shared data/evidence-based reform successes and challenges to support one another's continuous improvement efforts.

Participating LEA superintendents aspire to institute the robust longitudinal CORE Dual Data System for Continuous Improvement that will employ a dashboard concept enabling teachers, coaches, school site and district administrators—all the way to the superintendent level—to have a live glimpse into the ongoing achievements, growth, gaps, and learning needs of the students they serve, and need for interventions in the realm of school culture and climate, based on the agreed-upon metrics. Both LBUSD and FUSD have embraced and currently use a dashboard concept and development process to accomplish this goal.

District Vignettes – Innovative Use of District Data Systems in Partnership for Continuous Improvement: Fresno and Long Beach Unified School Districts

- In Fresno Unified, data on attendance and achievement performance are updated daily. Using their ATLAS dashboards, Fresno teachers also can incorporate behavioral and demographic student data.
- Using LROIX, Long Beach Unified's robust data system, teachers immediately scan test results following assessments. Long Beach adds hundreds of end-of-course exams and district-level local assessments to statewide and nationwide standardized test results.

CORE will engage in an RFP process to identify an external entity/consultant to join, adopt, or build the Dual Data Collection and Information System during the summer of 2013. By signing the CORE Waiver MOU, Participating LEAs agree to share data and evidence with CORE for reporting via the CORE Dual Data System for Continuous Improvement.

College- and Career-Ready Graduates

Graduating college- and career-ready students is the pinnacle goal of participating LEAs and therefore the entire School Quality Improvement System builds to support and promote that expectation. All data indicators to be collected within the three domains of the School Quality Improvement System are expected to lead to successful college and career graduates. The CORE Districts have been collaborating throughout the spring of 2013 to ensure that the right drivers are chosen and included within the three domains in order to accurately measure school and district success through the lens of preparing all students for success in post-secondary admission and enrollment and/or immediate entry into the workforce. While all data points identified in the School Quality Improvement System will be collected and reported for annual accountability and monitoring, Participating LEAs recognize that supporting data of other key indicators will inform and support the ongoing efforts to reach rigorous accountability outcomes. Therefore, additional data sets will be identified for collection as interim progress measures allowing for productive cross-district collaboration and teaming and housed in the Continuous Improvement Data Collection System. Such measures will be identified in all of the categories listed within the CORE Dual Data Collection and Information System, as described below.

To date, the characteristics of a California college- and/or career-ready graduate are left for

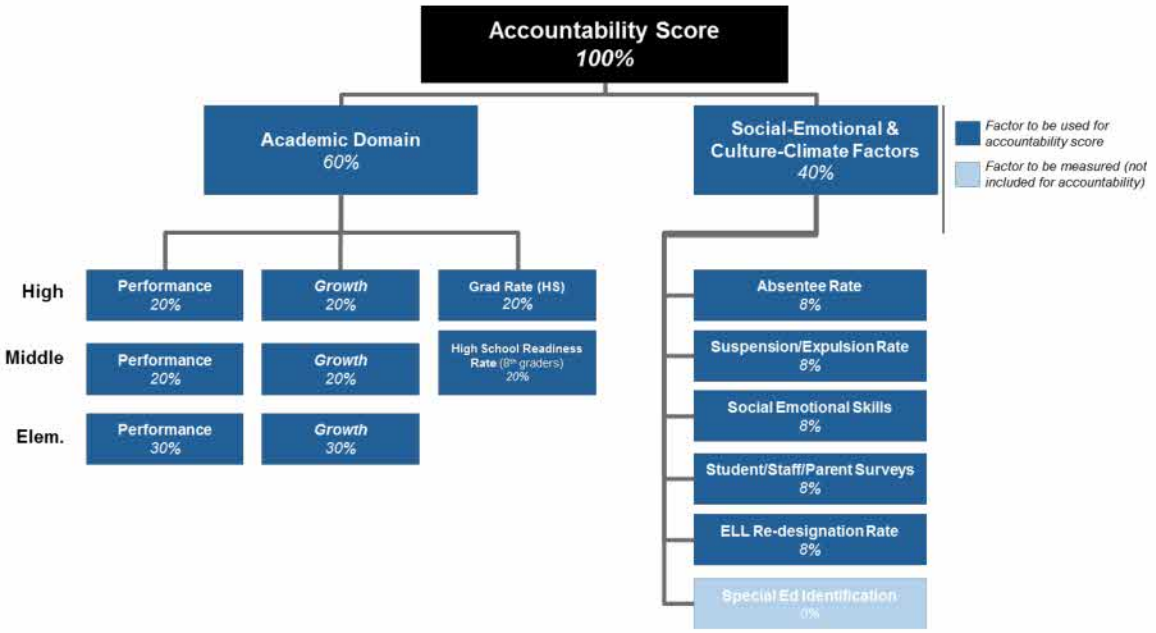
determination by individual LEAs. It is, however, the intention of the Participating LEAs to develop or adopt a common College and Career Readiness Framework to drive college- and career-readiness and support data collection within the Continuous Improvement Data Collection System for informed decision making and collaboration. Based on current research in the field and engagement with California partner organizations such as the Linked Learning Alliance and ConnectEd, the Participating LEAs will either adopt an existing framework from a partnering organization or develop a customized first-draft framework during the 2013-14 school year (Conley).[16]

As noted, the School Quality Improvement Index will encompass these domains:

1. Academic performance
2. Social-emotional factors and school culture-climate factors

CORE has refined the School Quality Improvement Index (Figure 16) since our initial Waiver application. We have refined the list of measures to be used in the Academic domain for 2013-14, 2014-15, and 2015-16 and beyond, and have preliminarily determined weights for all factors. Overall and metric-specific weights for the Social-Emotional and School Culture-Climate Domains are also defined, with 40% deriving from a variety of Social-Emotional and School Culture-Climate factors.

Figure 20. CORE School Quality Improvement Index



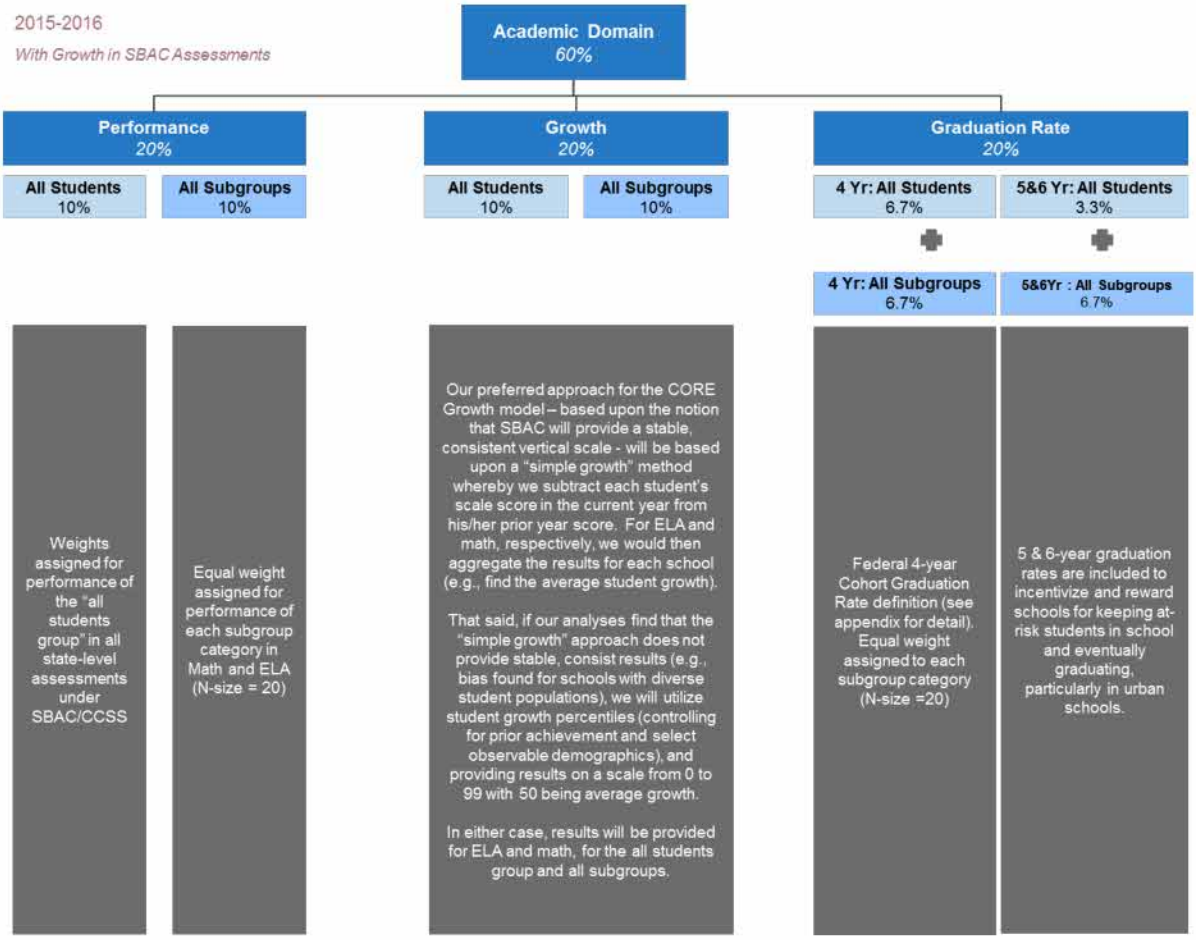
As shown in Figure 20, when the School Quality Improvement System is fully implemented in 2015-16, we are proposing that measures in the Academic domain will account for 60% of the School Qualiaty Improvement Index.

Figure 21 details the breakdown of the different factors in the Academic Domain for high schools

[16] Conley, David. (2007). *Redefining College Readiness*. EPIC: Educational Policy Improvement Center. Retrieved 2012, from http://www.aypf.org/documents/RedefiningCollegeReadiness.pdf

(student performance, growth, and graduation rate) and how they will be weighted once the School Quality Improvement Index is fully implemented in 2015-16.

Figure 21. CORE School Quality Improvement Index
Academic Domain – Measures and Weighting



Below we provide weightings of measures within the Social-Emotional and School Culture/Climate Domains (see figures 23 and 24). Note that we will potentially refine the weightings over time based on learning from the pilot and School Qualitiy Improvement Index.

Guiding Principles for the Rollout of the School Quality Improvement Index

As the SQII represents a substantial shift in accountability metrics, the following principles have been applied to the timing and rollout of the metrics in the SQII:

- **Limied stakes the first time a metric is introduced:** Depending on the metric, some or all districts will be introducing a new measure to educators and other stakeholders. To maximize the ability of school stakeholders to understand and respond to these data, the first time an indicator is introduced, it should have limited stakes in terms of impacts on accountability. The updated rollout timeline below reflects this principle.

- **Where feasible, historic data provided for up to three years by November for the year in which a metric "counts" for the first time:** To the extent historic data is available, educators and other stakeholders will be provided with three years of baseline data by Winter of the year in which a metric will count for the first time on the SQII. So, for isntance, by Winter 2014-15, stakeholders will receive baseline performance data on and finalized weights for metrics that will be added to the SQII based upon performance in the 2014-15 school year.

- **Clear, transparent decision-making processes:** A SQII Committee consisting of one official designee from each CORE district participating in the waiver will be formally empaneled in June 2014.[17] The SQII Committee will be responsible for making recommendations to the CORE Board regarding adjustments to any of the metrics, performance thresholds for translating performance on any particular metric into SQII points, establishment of and refinements to metric weights, refinements to designation criteria, and refinments to exit criteria. SQII Committee members will be responsible for engaging stakeholders in their districts on these items, and bringing that input to the committee. Recommendations from the SQII Committee will be posted on the CORE website with opportunities for public comment at least two weeks in advance of the CORE Board meeting at which they will be discussed.

What follows is a description of the components and weighting of the School Quality Improvement Index during the transition years (2013-14 and 2014-15), as well as at the time of full implementation of the School Quality Improvement System (2015-16). Subsequently we discuss the rationale for inclusion of the measures incorporated under the social-emotional and school culture and climate domains and their weighting. Later in this application we include a high quality work plan and timeline for any additional efforts with respect to the School Quality Improvement System.

Academic Domain – Sole Domain for Accountability in 2013-14

California's current NCLB accountability formula rewards only proficient and advanced achievement and lacks measures of academic progress and achievement growth. Strong desire among participating LEAs exists to include academic growth in the alternative accountability system. The development of the general design for Growth model is complete. The 2014-15 school year will serve as a baseline for achievement on the new SBAC assessments and the full-growth model will be included for accountability with two years of data in the 2015-16 school year.

Until California has fully transitioned to SBAC assessments and the vertically aligned CCSS in 2014-15, the current state assessments will be used for achievement-only accountability purposes. Those measures include: California Standards Tests (CSTs) for grades 2 to 8, the major component of the Standardized Testing and Reporting (STAR) Program; the CAHSEE for grade 10, the assessment currently used by California in AYP at the high school level; the California Modified Assessment (CMA), and the California Alternative Performance Assessment (CAPA). The CSTs measure student progress toward achieving California's pre-CCSS state-adopted academic content standards in English-language arts (ELA), mathematics, science, and history/social science.[18] We will use high school graduation rate as our end of high school indicator.

With waiver application approval, Participating LEAs will continue to administer all state

[17] A similar group, termed the "Data Leads" has met several times during 2013-14.

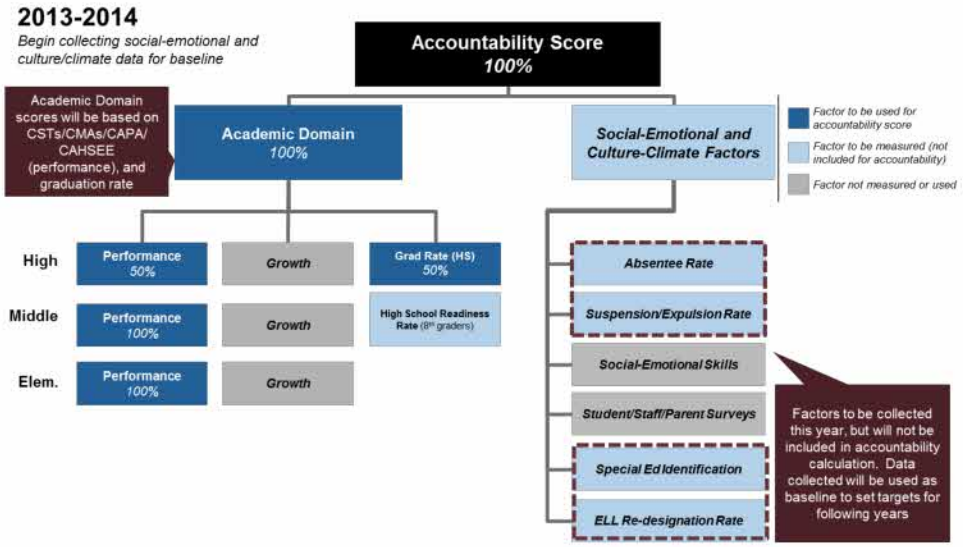
[18] For more information, see Standardized Testing and Reporting Program (STAR) website: http://www.startest.org/

assessments, including SBAC field tests for grades 3-8 and 11 in 2013-14, and the CAHSEE. Additionally, the CMA and CAPA, or their equivalent (if available) for the SBAC field test, will be administered to assess learning progressions, based on alternate academic achievement standards and appropriate accommodations, for students with disabilities who have an individualized education program (IEP) or the most significant cognitive disabilities for at least the 2013-14 school year. The same guidelines will be followed for the administration of the California English Language Development test (under current California guidelines or follow alternate guidelines if they are adjusted by the state to measure academic growth and language development of English learners). All Participating LEAs agree to employ the following assessments for accountability during the single 2013-14 school year:

- ✓ SBAC ELA field test assessments at every grade level of state administration
- ✓ SBAC mathematics field test assessments at every grade level of state administration
- ✓ CAHSEE
- ✓ District developed and/or adopted (CORE facilitation available) CCSS/SBAC aligned interim assessments in grades 1, 3, 4, 7, and 9 in ELA and mathematics as interim formative measures

Moreover, in order to ensure the smoothest transition possible, during 2013-14, the School Quality Improvement Index (accountability score) will be based fully on the Academic domain. School and district academic domain scores will be based on CST/CAPA/CMA/CAHSEE scores (performance) and graduation rates, weighted as shown in Figure 22. The 2013-14 school year will be a transition year to collect and report baseline data on elements of the Social-Emotional and Culture-Climate domain where districts already collect and have historic data from which to construct baseline measures. Although they will be collected, they will not be included in the accountability calculation in summer/fall 2014.

Figure 22. 2013-14 Transition year School Quality Improvement Index



Beginning in the 2014-15 school year, Participating LEAs will implement the CORE-developed

School Quality Improvement System. At that time, the Academic Domain will account for 60% of the total 100 point School Quality Improvement Index score. It will incorporate, at a minimum:

1. Student academic performance (overall and disaggregated by subgroup) as part of the transition to CCSS-aligned assessments (SBAC)
2. High school graduation rates (4-, 5-, and 6-year rates)
3. High school readiness rates (percentage of 8th graders on track to graduate high school, for middle school accountability)

Note: Growth in academic performance will not yet be included in the Index since 2014-15 will be a baseline year for SBAC data and thus there will no growth data available.

Student performance in the Academic Domain will be determined by student results on the SBAC assessments as follows:

- ELA assessments at every grade level of State administration
- Mathematics assessments at every grade level of State administration
- Writing assessments at every grade level of State administration
- Science assessments at every grade level of State administration
- History/Social Science at every grade level of State administration
- Any State administered subject assessment as new assessments come online (e.g., an assessment associated with Next Generation Science Standards)

All assessments used in the accountability model will be grade-specific, aligned to grade-level curriculum standards. Thus the reviewers' concern that multi-grade assessments may result in out-of-grade level assessments and instruction is no longer an issue.

For students with disabilities, beginning in 2014-15 with the implementation of the SBAC assessments, Participating LEAs will no longer use the California Modified Assessments, and most students with disabilities will participate in the SBAC assessments. CORE and the Participating LEAS will continue to ensure that no more than 1% of students (those with the most severe disabilities) are assessed utilizing the California Alternative Performance Assessment. Performance on testing by all students with disabilities will be factored into the School Quality Improvement Index.

LEAs will have the option of incorporating locally developed assessments into their local accountability structures, but these measures will not be included in the School Quality Improvement Index. Therefore they will not factor into school performance ratings under this system and will not be taken into consideration in schools being designated reward, priority, or focus schools.

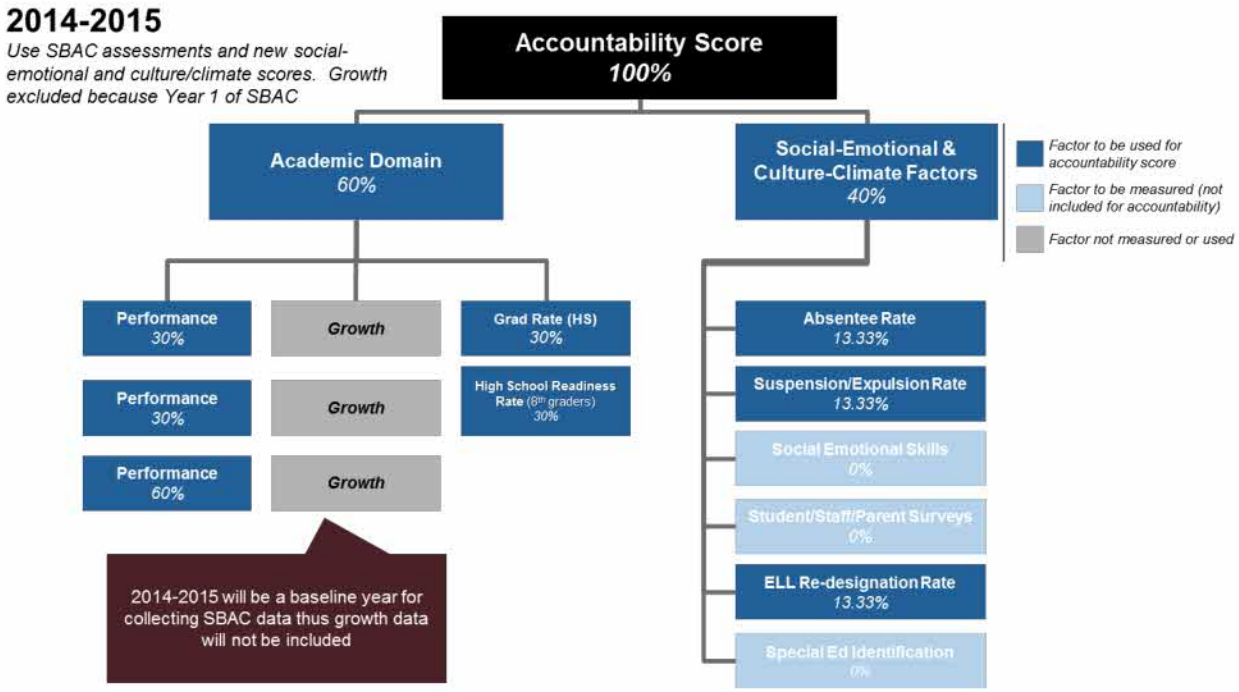
Also in 2014-15, the School Quality Improvement Index will begin to factor in Social-Emotional and School Culture and Climate measures. Social-Emotional and Culture-Climate factors that utilize district administrative data (e.g., absenteeism, suspension/expulsion rates, English Learner re-designation rates) are being collected in 2013-14 (with baseline results reported as information only) and will become part of the Index in 2014-15. For metrics where new data collection methods were piloted in 2013-14 at select schools [social emotional (non-cognitive) skills and culture-climate surveys], pilot data and relevant research were used to determine system-wide

data collection in 2014-15. All schools will receive baseline data in fall 2015 for such measures, and these measures will become part of the Index in 2015-16. (Note: The rationale for these measures is presented later in this section.)

Similar to the academic measures, social-emotional and culture-climate measures will be evenly weighted within their domain. Note that (disproportionality in) special education identification – originally proposed as an Index metric with stakes – is now proposed as an information only indicator to be provided to participating LEAs for their use at a system level. Note also that the middle school analogue to graduation - which was initially proposed as a persistence into 10th grade indicator – will now instead be measured by looking at the percentage of 8th graders who are high school ready.

Figure 23 depicts the components that will be included in the School Quality Improvement Index in 2014-15.

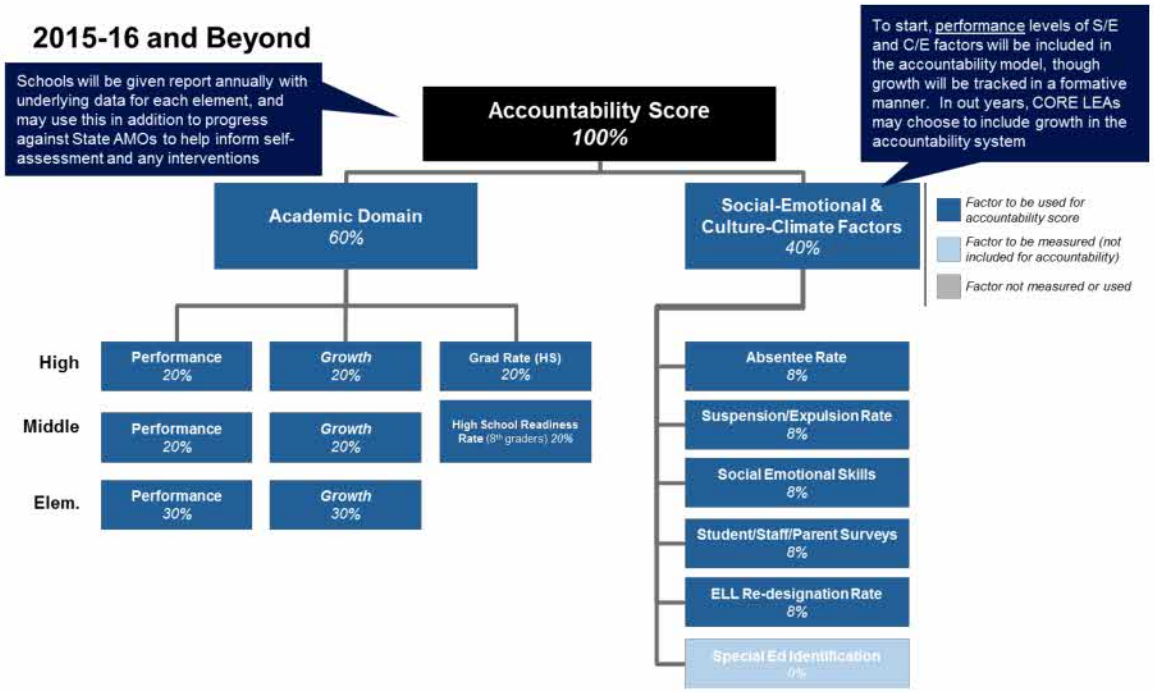
Figure 23. 2014-15 School Quality Improvement Index – Baseline year for SBAC Assessments



By 2015-16, all components of the School Quality Improvement System will be in place; the School Quality Improvement Index will include the components and weighting depicted in Figure 24.

At that time, the Academic Domain of the Index will begin to incorporate student growth in academic achievement, now that there will be two years of SBAC assessments.

Figure 24. 2015-16 – Full Implementation of CORE Quality Improvement Index



As shown in Figure 24, weighting of the 60 points allocated to the Academic Domain for high schools will be equally divided between performance, growth, and graduation rate. (Note: Figure 24 also details the percentage allocations for middle schools (high school readiness rate instead of graduation rate) and elementary schools (30% each allocated to performance and growth).

The proposed accountability model (School Quality Improvement System) is designed to hold schools and districts accountable for the performance of ***all*** students across a variety of factors.

Beginning in 2015-16, all schools in the Participating LEAs will receive an annual overall accountability score on a 100-point scale that is based on student- and school-level performance in the academic, and social-emotional and school culture-climate domains. The designations of reward, priority, and focus schools will be based in part on a rank order of these scores for all Title I schools across all Participating LEAs. Schools will receive annual detailed reports highlighting performance in:

- Proficiency in Math ("all students" and all subgroups), ELA ("all students" and all subgroups), History/Social Science ("all students" only), and Science ("all students only)
- Student growth ("all students" and all subgroups)
- For middle grades, high school readiness rates of 8th graders (as measured by the percentage of 8th graders meeting select criteria that predict high school graduation) ("all students" and all subgroups)

- For high school grades, graduation rate ("all students" and all subgroups (4-, 5-, and 6-year rates). As shown in the Figure 20, graduation rate is a key component of the accountability, accounting for 20% of the overall accountability index. The 4-year graduation rate (4-year or extended-year adjusted graduation rate as defined by 24 CFR 200.19(b)(i)) will account for two-thirds of the 20% and the 5- and 6-year rates one-third. "All students" and "all subgroups" (with an N-size of at least 20) will have equal weighting within these scores.
- Social-Emotional and Culture-Climate factors: absentee rate, suspension/expulsion rate, social emotional skills, student, school staff and parent surveys, ("all students" and all subgroups); and ELL redesignation (all relevant students); (disproportionality in) Special Education identification will be provided to LEAs as information only and not part of the Index score
- As aligned with the central goal of preparing students for success in college and beyond, CORE hopes to include college completion rates should high quality data becomes available

Performance by subgroups will have a substantial impact on each school's and LEAs overall score, incentivizing schools and districts to improve proficiency among underperforming schools across each factor in the domains of the SQII.

Translating Metric Performance into SQII Points

Performance on each metric will be translated into points earned on the SQII. Each metric (both for the all students group and for individual subgroups, where included) will be measured on a ten point scale, where 10 will represent the strongest performance and 1 will represent substantial underperformance. Initially, thresholds for levels 1 to 10 will be based upon analysis of baseline data such that a limited subset of the lowest performing schools will be in level 1 and/or 2, and a limited subset of the highest performing schools will be in level 10. Level 6 will generally include median performance, utilizing the baseline data. Metric thresholds will be reviewed, and if needed, refined annually, with the objective of establishing performance thresholds that act as criterion-based targets for all schools in the CORE network. Below is an **example of the performance levels for a sample metric**, where the goal is to maximize performance (e.g., where high performance is better):

Level	Low End of Level	Top End of Level
Level 1	0%	30%
Level 2	30.1%	36%
Level 3	36.1%	42%
Level 4	42.1%	48%
Level 5	48.1%	54%
Level 6	54.1%	60%
Level 7	60.1%	66%
Level 8	66.1%	72%
Level 9	72.1%	78%
Level 10	78.1%	100%

This general approach of translating metric performance into ten levels has been established in order to provide a transparent, meaningful and applicable set of targets for all measures in the SQII. With ten levels, the range between performance levels will be small enough to provide actionable targets for schools. Ten levels also facilitates communication of the SQII in that a school that has level 6 performance in most measures will have a SQII score of approximately 60, a school with all tens will be at 100, etc. The use of a leveling system, in general, allows the SQII meaningfully to incorporate measures with different ranges of performance (e.g., graduation rates tend to be in the 60 to 100 percent range, while proficiency rates at high school tend to be across the 100 point spectrum). Finally, the leveling system can be designed to include metrics that schools are trying to minimize such as chronic absenteeism, where the lowest rates will receive the high scores on the index.. Note that some metrics have a limited range of performance (e.g., suspension/expulsion rates). For such metrics, we may choose to use only select performance levels (e.g., levels 2, 4, 6, 8, 10 or levels 1, 6 and 10).

Thresholds or targets for each of the ten levels for each SQII metric will established using baseline data by Winter of the first year in which the metric will be included in the SQII score. The exceptions to this are the Index thresholds for the Fall 2014 SQII (utilizing 2012-13 performance, growth and graduation data), which will be established by Winter 2014-15, and the thresholds for academic performance and growth on the SBAC, which will be established by Fall 2015 and Fall 2016, respectively. The SBAC achievement and growth measures will not have baseline data to use in the establishment of SQII thresholds. Instead, thresholds will be provided with the release of the first SQII scores that include those metrics.

Metric performance levels will be multiplied by a weighting factor depending on the weight of the metric to determine the points earned for the specific metric according to the following formula:

SQII Points Earned = (SQII Metric Level) X (Metric Weight) X 10

Where…

- SQII Metric Level refers to the level of performance for the metric according to thresholds established for levels 1 to 10 for that metric, and
- Metric Weight refers to the percentage weighting of the metric on the SQII.

Example 1:

- SQII Metric Level: 8
- Metric weight: 10%
- SQII Points = 8 x 10% x 10 = 8

Example 2:

- SQII Metric Level: 4
- Metric weight: 5%

- SQII Points = 4 x 5% x 10 = 2

Subgroup performance will be analyzed by looking at the performance of each subgroup with 20 or more students for the metric in question against the same set of SQII thresholds used in the "all students" analysis for the metric in question.

Schools will receive up to four subgroup results for each applicable metric:

Subgroup Category	Method
Racial/Ethnic Subgroups	Lowest performing racial/ethnic subgroup based upon index levels
Students with Disabilities	Index level for this subgroup
Socioeconomically Disadvantaged Students	Index level for this subgroup
English Learners	Index level for this subgroup

In terms of determining Index points earned, each subgroup category result will be evenly weighted. (For example, if a metric is weighted 20% overall, 10% will go to the "all students group" performance. The remaining 10% will be divided evenly between the four subgroup category results – 2.5% for racial/ethnic subgroup performance, 2.5% for the performance of students with disabilities, 2.5% for socioeconomically disadvantaged students and 2.5% for English Leaners).

Participating LEAs will have the flexibility to hold schools accountable to additional locally-relevant measures, but these will not be integrated into a school's accountability score.

Over time, additional measures in the Continuous Improvement Data Collection system may become incorporated in the School Quality Improvement System accountability model, if they are found to be predictors of college- and career-readiness and therefore worthwhile drivers to be addressed in a thoughtful way by districts and schools. For example, from a scan in May 2012 of the CORE Districts' local accountability models related to college- and career-readiness, it was discovered that at least four common indicators currently are found in five of eight CORE District systems, thus indicating that the districts find those data important for monitoring and promoting continuous improvement. Additionally, three other common data points are collected by half of the districts (Table 3).

Table 3. College- and Career-Readiness Indicators for CORE Districts

	10 Grade CAHSEE Passage Rates	4 Year Graduation Rates	AP Course Enrollment	AP Assessment Passage	A-G Course Completion	SAT/ACT Participation /Passage Rate	EAP Participation/ Passage Rate
Number of CORE Districts (8 at time of research)	4	6	5	5	5	4	4

At a minimum, it is anticipated those indicators will be included as additional data collection points within the Continuous Improvement Data Collection categories. Over time, one or more of them may be incorporated in the School Quality Improvement System.

Rationale for the Inclusion of Social-Emotional Measures

As was well-stated by Maria "Cuca" Robledo Montecel, Executive Director, Intercultural Development Research Association, *"We cannot layer new accountability measures on old educational inequities and expect to get different results."* Guided by **the unwavering belief in ensuring equity and access for all students,** the Participating LEAs share a fundamental belief that *all* students can achieve at high levels. Evidence of this belief is demonstrated within the Participating LEAs' incorporation of indicators to monitor equity within their own local accountability systems.

Research tells us that school attendance and access to high-quality instruction matter, which grounds the Participating LEAs' belief that ensuring both can reduce the existing condition of disproportionality. Moreover, there is a body of research (examples cited below) showing that suspensions and expulsions are predictors of poor outcomes in school. Finally, there is a nascent consensus on the importance of social-emotional skills – categorized in the "intrapersonal" and "interpersonal" spheres – in helping students succeed in school and in life.

Beginning in the 2014-15 school year, Participating LEAs agree to implement the School Quality Improvement System, in which, as presented earlier, the social-emotional skills and measures will account be part of the 40% accounted for in the Social-Emotional and Culture-Climate Factors domain of the School Quality Improvement Index. Components \ will include, at a minimum:

- ✓ Social/Emotional Domain (Access, Equity, and Success)
  - Chronic absentee rate
  - Suspension and expulsion rates
  - Students' social-emotional skills (part of accountability starting in 2015-16)

Rationale for inclusion of chronic absentee rate

Extensive research correlates school attendance and absence with student achievement. For instance (bold face type added for emphasis below):

- Reviewing of research on attendance rates and graduation Balfanz reported that "In some districts, **students who missed a month or more of school (roughly, 90% attendance rates or less) had greatly diminished graduation odds**. In other districts, like Philadelphia, students needed to miss two or more months (roughly, attendance of 80% or less) to achieve similar outcomes. **This suggests that both the number of days a student misses and how**

his or her attendance compares with that of peers signal that a student is not fully engaged and is in danger of falling off the graduation path."[19]

- Buehler et al found that on scores on state assessments, all students showed improvement over the years, but that "**the kindergartners with the highest absenteeism rates were not likely to catch up to their peers**. The second cohort, with test results from sixth through 10th grades, shows a nearly identical pattern…**[T]he results do suggest a clear and consistent relationship between early attendance and later achievemen**t. A similar analysis of math achievement suggests the same thing."[20]
- They further found that "**by 6th grade, chronic absence begins to predict high school dropout rates**, a study of Baltimore students showed. **By 9th grade, missing 20 percent of school can be a better predictor of dropout rates than 8th-grade test scores are**, Chicago researchers found. Along with behavior problems and failure in core academic courses, **poor student attendance is a critical early warning sign of dropout.**"[21]
- A study by Applied Survey Research found that "on San Mateo and Santa Clara counties in California, "**students who arrived at school academically ready to learn but were then chronically absent in kindergarten and first grade scored 60 points below good attenders on third grade reading tests and close to 100 points below on mathematics tests.**"[22]
- Another study, on students in Baltimore, found that "students who were chronically absent in both pre-k and kindergarten often continued to be chronically absent in later years, and are more likely to be retained and have lower achievement."[23]

Attendance rates are a predictor or marker of achievement and graduation. Making schools and districts accountable for student attendance by including it in the School Quality Improvement System recognizes the role that attendance plays in preparing students to be college- and career-ready.

Rationale for inclusion of suspension and expulsion rates

Similarly, there is a documented relationship between suspension, expulsion, and student achievement outcomes:

- A report by the American Psychological Association Zero Tolerance Task Force, citing other researchers, states that "A key assumption of zero tolerance policy is that the removal of disruptive students will result in a safer climate for others (Ewing, 2000). Although the assumption is strongly intuitive, data on a number of indicators of school climate have shown the opposite effect, that is, that schools with higher rates of school suspension and expulsion appear to have less satisfactory ratings of school climate (Bickel & Qualls, 1980), to have less

[19] Balfanz (2009). *Putting Middle Grades Students on the Graduation Path: A Policy and Practice Brief*, National Middle School Association; http://www.nationalpirc.org/engagement_forum/resources.cgi?item=46

[20] Buehler, Taponga, and Chang (2012).*Why Being in School Matters: Chronic Absenteeism in Oregon Public Schools.* Research Brief. ECONorthwest.

[21] *Buehler, Tapogna, and Chang (2012).*

[22] Applied Survey Research (2011). *Attendance in Early Elementary Grades: Association with Student Characteristics, School Readiness and Third Grade Outcomes.* Cited in Balfanz and Byrnes (2012). *The Importance of Being in School: A Report on Absenteeism in the Nation's Public Schools.* Johns Hopkins University Press.

[23] Connolly F, Olson, LS. (2012). *Early Elementary Performance and Attendance in Baltimore City Schools' Pre-Kindergarten and Kindergarten.* Baltimore Education Research Consortium, Baltimore, MD. Cited in *Balfanz and Byrnes (2012);* Baltimore Education Research Consortium (2011). *Destination Graduation: Sixth Grade Early Warning Indicators for Baltimore City Schools: Their Prevalence and Impact.* BERC: Baltimore, MD.

satisfactory school governance structures (Wu et al., 1982), and to spend a disproportionate amount of time on disciplinary matters (Scott & Barrett, 2004). Perhaps more important, **recent research indicates a negative relationship between the use of school suspension and expulsion and school wide academic achievement**, even when controlling for demographics such as socioeconomic status (J. E. Davis & Jordan, 1994; Raffaele-Mendez, 2003; Skiba & Rausch, 2006). Although such findings do not demonstrate causality, **it becomes difficult to argue that zero tolerance creates more positive school climates when its use is associated with more negative achievement outcomes.**"[24]

- The same report goes on to say that "Rather than reducing the likelihood of disruption…school suspension in general appears to predict higher future rates of misbehavior and suspension among those students who are suspended (Bowditch, 1993; Costenbader & Markson, 1998; Raffaele-Mendez, 2003; Tobin, Sugai, & Colvin, 1996). **In the long term, school suspension and expulsion are moderately associated with a higher likelihood of school dropout and failure to graduate on time** (Bowditch, 1993; Ekstrom, Goertz, Pollack, & Rock, 1986; Wehlage & Rutter, 1986)."[25]
- **Being suspended even once in ninth grade is associated with a twofold increase in the likelihood of dropping out, from 16% for those not suspended to 32% for those suspended just once** (Balfanz, 2013).[26]
- A report by the Council of State Governments Justice Center, citing other studies, noted that **schools with higher rates of suspension reap no gains in achievement, but they do have higher dropout rates and increase the risk that their students will become embroiled in the juvenile justice system** (Balfanz, 2013; Fabelo, 2011; Schollenberger, 2013). Moreover, **the frequent use of suspensions could be a detriment to school and community safety because it increases student disengagement and diminishes trust between students and adults** (Finn, 2013)(Steinberg 2013). Finally, the tremendous disparities in the use of suspension at the secondary level may violate civil rights law (Kim, Losen, & Hewitt 2010)."[27]

Suspension and expulsion, like chronic absenteeism, predict poor academic achievement and dropping out. Making schools and districts accountable for these disciplinary outcomes – and for addressing and reducing them through school culture and climate and other approaches – will serve the goals of college- and career-readiness for all students.

Rationale for inclusion of social-emotional skills

The National Academy of Sciences has categorized essential 21st Century skills into three categories:

- Cognitive domain: intellectual ability, knowledge, cognitive strategies, and creativity.
- Intrapersonal domain: work ethic, conscientiousness, self-evaluation, mindset, perseverance, metacognition, intellectual openness, curiosity.

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[24] *Are Zero Tolerance Policies Effective in Schools? An Evidentiary Review and Recommendations* (2006). A Report by American Psychological Association Zero Tolerance Task Force; http://www.apa.org/pubs/info/reports/zero-tolerance.pdf

[25] American Psychological Association Zero Tolerance Task Force (2006).

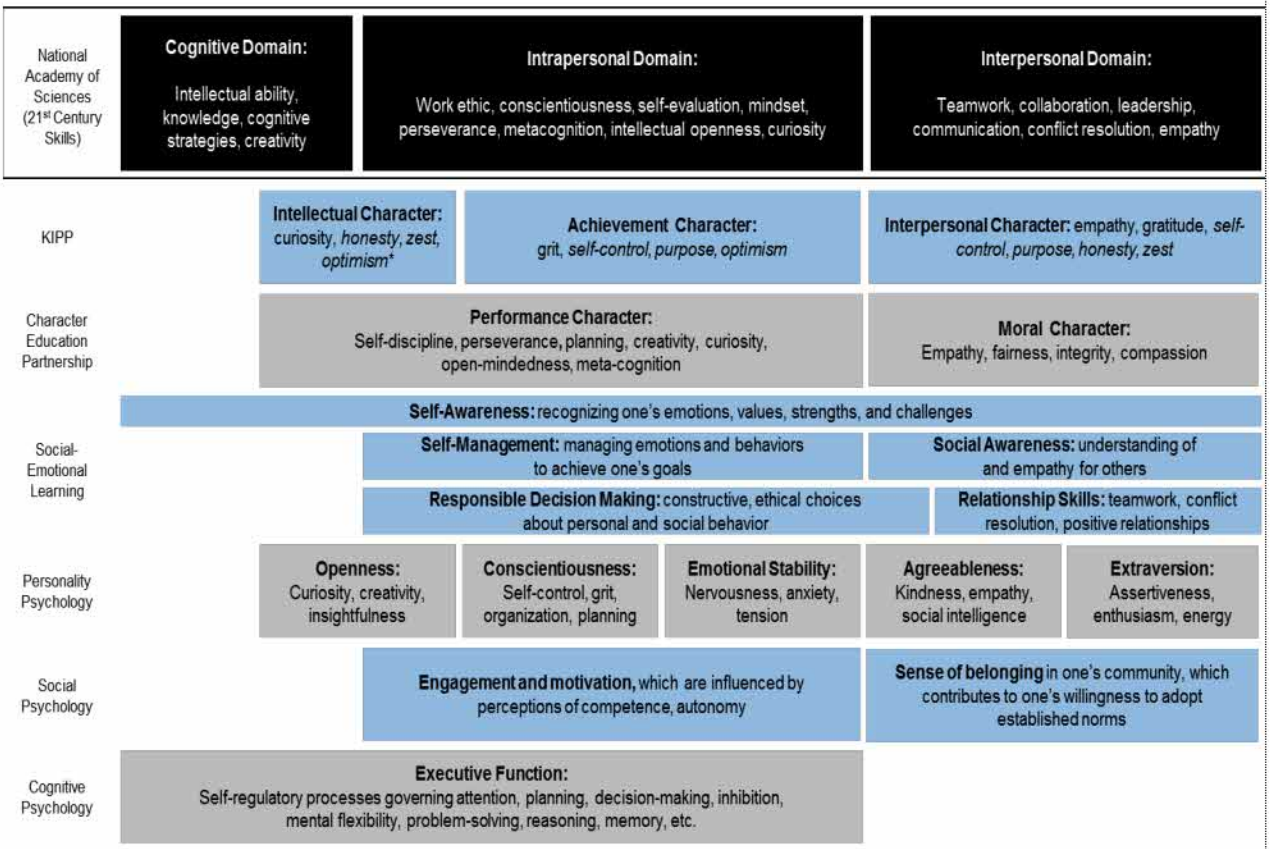
[26] Cited in Losen and Martinez, *Out of School & Off Track: The Overuse of Suspensions in American Middle and High Schools* (2010). A Report by the Council of State Governments Justice Center; http://csgjusticecenter.org/youth/publications/out-of-school-off-track-the-overuse-of-suspensions-in-american-middle-and-high-schools/

[27] Cited in Report by the Council of State Governments Justice Center (2010).

- Interpersonal domain: teamwork, collaboration, leadership, communication, conflict resolution, empathy.

This same taxonomy can be used to encompass different mindsets, skills, and habits that can help students succeed identified by various sources, learning theories, and academic disciplines, as shown in Figure 27.

Figure 27. Cognitive vs. Non-Cognitive Mindsets, Skills, and Habits



There is a growing body of research linking particular non-cognitive or social-emotional skills and success in school and beyond – and suggesting that by considering and promoting students' social-emotional skills, schools can improve student achievement.

For instance, Nobel prize winner James Heckman demonstrated that, in addition to cognitive abilities (such as arithmetic reasoning, word knowledge, and reading comprehension), students' self-esteem and locus of control (the degree to which individuals feel they are in control of their own life) are important predicators of educational attainment (graduating from a 4-year college by age 30,

as well as future employment, wages, and avoidance of risky behaviors.[28]

The well-known "marshmallow test" study conducted by Stanford University professor Walter Mischel and colleagues showed that the ability to delay gratification (an intrapersonal skill and example of self-management) at age 4 predicted academic and social competence during adolescence.[29] Similarly, the 30-year Dunedin study showed that childhood self-control predicts high school completion and other key life outcomes, such as physical health, substance dependence, financial stability, single parenthood, and criminal involvement – controlling for intelligence and socioeconomic status.[30]

In a longitudinal study of 140 eighth-grade students, self-discipline measured by self-report, parent report, teacher report, and monetary choice questionnaires in the fall predicted final grades, school attendance, standardized achievement-test scores, and selection into a competitive high school program the following spring. In a replication with 164 eighth graders…**[s]elf-discipline measured in the fall accounted for more than twice as much variance as IQ in final grades, high school selection, school attendance, hours spent doing homework, hours spent watching television (inversely), and the time of day students began their homework**. The effect of self-discipline on final grades held even when controlling for first-marking-period grades, achievement-test scores, and measured IQ. **These findings suggest a major reason for students falling short of their intellectual potential: their failure to exercise self-discipline**.[31]

Researchers studying the cognitive and non-cognitive contributors to achievement test scores found that: "[T]he decline in test scores during the test picks up something else than just cognition. The size of the decline in test scores during the test is related to personality traits, mainly to agreeableness, and to motivational attitudes towards learning. It also predicts outcomes in later life such as income and smoking in addition to the pure test score. **The motivation effect can explain 19 percent of the variation in the average test scores between countries**."[32]

In a study of findings on mindsets and skills that promote long-term learning, Dweck et al report that "Psychological factors--often called motivational or non-cognitive factors -- can matter even more than cognitive factors for students' academic performance. These may include students' beliefs about themselves, their feelings about school, or their habits of self-control. Indeed, there is a growing recognition in education, psychology, and economics of the importance of non-cognitive factors in achievement both in school and in the labor market (Duckworth & Seligman, 2005; Dweck, 1999; Heckman, Stixrud, & Urzua, 2006; Steele, Spencer, & Aronson, 2002). There has also been a recognition that these factors offer promising levers for raising the achievement of underprivileged children and, ultimately, closing achievement gaps based on race and income (Heckman et al., 2006**). [This research] shows that educational interventions and initiatives that target these psychological factors can have transformative effects on students'**

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[28] Heckman, Stixrud, Urzua (2006). The Effects of Cognitive and Noncognitive Abilities on Labor Market Outcomes and Social Behavior. *Journal of Labor Economics*, 24, 411-482.

[29] Mischel W, Shoda Y, Rodriguez ML (1989). Delay of gratification in Children. *Science*, 244, 933-938; Shoda, Mischel, Peake (1990). Predicting adolescence cognitive and self-regulatory competencies from preschool delay of gratification. *Developmental Psychology*, 26, 879-986.

[30] Moffitt et al. (2011). A gradient of childhood self-control predicts health, wealth, and public safety. *Proceedings of the National Academic of Sciences USA*, 108, 2693-2698.

[31] Study cited in Duckworth and Seligman (2005). *Self-Discipline Outdoes IQ in Predicting Academic Performance of Adolescents.* Association for Psychological Science.

[32] Borghans and Schils (2012).*The Leaning Tower of Pisa: Decomposing Achievement Test Scores Into Cognitive and Noncognitive Components* Maastricht University.

experience and achievement in school, improving core academic outcomes such as GPA and test scores months and even years later."[33]

A meta-analysis of 213 school-based, universal social and emotional learning (SEL) programs involving 270,034 kindergarten through high school students found that, compared to controls, SEL participants demonstrated significantly improved social and emotional skills, attitudes, behavior, and academic performance that reflected an 11-percentile-point gain in achievement.[34]

These findings suggest that by considering the contribution of social-emotional factors to students' learning and outcomes, schools can create cultures to improve student achievement. A 2013 U.S. Department of Education confirms that "A growing corpus of research suggests that [factors such as grit, tenacity, and perseverance] can be just as important as intellectual abilities for success…**it is the responsibility of the educational community to design learning environments that promote these factors so that students are prepared to meet 21st century challenges.**"[35]

The Participating LEAs agree that monitoring and promoting students' social-emotional skills is an indispensable factor in ensuring the reparation of college- and career-ready graduates. Including social-emotional skills in the School Quality Improvement System is strongly supported by research. We will determine the weighting among Social-Emotional and Culture-Climate Domain factors through piloting and system development in the 2013-14 school year, finalizing weights by January 2015, which will allow for sufficient stakeholder engagement in regard to the baseline data and proposed weights that will be released in Fall 2014. (Scores will equally weight scores for the "all students" category and subgroups.)The accountability system will both require Participating LEAs and all of their schools to monitor these skills and encourage them to address them – by shaping classrooms and other supports at schools to promote students' social-emotional development, and by equipping educators to teach specific non-cognitive mindsets, skills, and behaviors that contribute to improved academic performance.

Data collection for Social-Emotional Domain measures. The majority of the Participating LEAs already collects and report data on two of these measures – student attendance and student suspensions and expulsions – to aid in the reduction of disproportionality and access to high-quality instruction. The indicators on student attendance and disciplinary measures currently used by Participating LEAs will be included in both the School Quality Improvement System data sets and as additional data collection points within the Continuous Improvement Data Collection categories for instructional and programmatic decision making.

The identification of a measurement for social-emotional skills is yet to be determined. The Participating LEAs will examine the research and existing measures in the field to determine the best measures or indicators for use and data collection during the spring/summer of 2013. During the same window of time, the Participating LEAs will also determine which indicators will be employed for accountability and which will be used for decision making and interventions for continuous improvement.

School/District Culture and Climate Measures

[33] Dweck, Walton, & Cohen (2011). *Academic Tenacity: Mindsets and Skills that Promote Long-Term Learning* (2011). Paper prepared for the Gates Foundation.

[34] Durlak et al (2011). The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. Child Development, 82, 405-432.

[35] US Department of Education. Office of Educational Technology. (2013 Draft). Promoting Grit, Tenacity, and Perseverance: Critical Factors for Success in the 21st Century.

To create optimum conditions for student learning, the Participating LEAs acknowledge that school environment and student engagement must be continuously analyzed and nurtured to ensure safe and equitable learning experiences for all students.

There is substantial research on the impact of elements of school culture and climate – the quality and supports available in the overall learning environment – on a students' engagement in school, sense of self-efficacy, and other important social-emotional factors that underlie students' success. As noted by Farrington et al, commenting on a study by the National Research Council and the Institute of Medicine, "**positive engagement and self-efficacy in any given subject is contingent upon 'creat[ing] a set of circumstances in which students take pleasure in learning and come to believe that the information and skills they are being asked to learn are important and meaningful for them and worth their effort, and that they can reasonably expect to be able to learn the material.**" Drawing on a large body of research, these authors go on to summarize aspects of the learning environment that help to engage students and foster learning, noting that "conditions in the classroom that have been shown to affect students' mindsets include the level of academic challenge and teacher expectations for success (Conchas, 2006; Rosenthal & Jacobson, 1968; Shouse, 1996; Wentzel, 2002); student choice and autonomy in academic work (Stefanou, Perencevich, DiCintio, & Turner, 2004): the clarity and relevance of learning goals (Grant & Dweck, 2003); availability of supports for learning (Gordon & Bridglall, 2006); grading structures and policies (Assessment Reform Group, 2002; Berliner, 1984; Black & Wiliam, 2004; Brookhart, 1994, 2004; Butler & Nisan, 1986; Covington & Müeller, 2001; Crooks, 1988; Harter, Whitesell, & Kowalski, 1992; Kaplan, Peck, & Kaplan, 1997; Weiner, 1979); the nature of the academic tasks students are asked to do (Bridgeland, DiJulio, & Morison, 2006; Eccles & Wigfield, 1995); the type, usefulness, and frequency of feedback on student work (Brookhart, 1994, 2004; Brophy, 1981; Cohen, Steele, & Ross, 1999; Hamre & Pianta, 2005; Harber, 2004; Stipek, 2001); and classroom norms of behavior and level of trust and safety (Bryk & Driscoll, 1988)."[36] These findings demonstrate how an educational system or school can influence students' engagement, disposition for learning, and academic behaviors (e.g., school attendance, assignment completion) and thereby influence student academic performance.

Many participating LEAs already utilize student, staff, and parent surveys to examine stakeholders' perceptions of school culture and climate, and to use the resulting data to design appropriate interventions for guaranteeing productive school and learning environments. Under the new School Quality Improvement System, Participating LEAs will still be able to administer these local-level surveys. However, all Participating LEAs will be required to include a number of common cross-LEA questions for use in the School Improvement Index. Specific questions will be used to elicit stakeholders' perceptions regarding the following aspects of school culture and climate:

- ✓ The degree that students feel:
  - cared about at school and have adults they can talk to
  - that their teachers have high expectations for them
  - that they have meaningful opportunities to participate in shaping their education
  - accepted by their peers

[36] Farrington CA, Roderick M, Allensworth E, et al. (2012). Teaching Adolescents to Become Learners. The Role of Noncognitive Factors in Shaping School Performance: A Critical Literature Review. University of Chicago Consortium on Chicago School Research.

- safe at school

✓ The degree that educators feel:

- supported by their Principal and the district administration
- that the school environment is safe, clean, and conducive to learning

✓ The degree that parents feel:

- that their children are safe at school
- that their children are challenged and supported
- that their children are engaged in school and are learning
- that the school engages them (parents) to support their children's success
- that they are welcomed by the school and have meaningful opportunities to contribute to it

The Participating LEAs will use these instruments as a starting point to develop the specific surveys to be used to elicit each group of stakeholders' perceptions about their school culture and climate. Survey results will be built into the School Quality Improvement Index – and will provide school and districts with robust data to guide improvements in the school culture and climate.

The CORE Board believes it is important to include identification for Special Education amongst the set of data analyzed at the same time as the School Quality Improvement Index in order to advance efforts to end disproportionality in this identification, as part of all Participating LEAs' priority on ensuring equity and access shared by the Participating LEAs. As described in the Individuals with Disabilities Education Act, continuous monitoring by OCR, and more than 30 years of litigation, some argue that the degree of over-representation of minority students has receded slightly, though the basic findings have remained fairly consistent: over-representation affects the so-called high incidence (emotional disturbance, MMR, and learning disabilities) or "judgmental" disabilities, and the students that are consistently affected at the national level are African Americans, particularly males in mental retardation (MR) and emotional disturbance (ED) programs Latinos and American Indian students are over-represented in some disability categories in selected school districts and states. The misplacement of students in special education is problematic in that it is not only stigmatizing, but it can also deny individuals the high quality and life enhancing education to which they are entitled.[37] That said, through stakeholder engagement regarding the School Quality Improvement Index, several concerns have been raised by stakeholders with respect to including this measure in the School Quality Improvement Index such as the following:

- The school a student attends may not be the school in which he/she was identified for special education, there are data limitations in our ability to know the school of identification, and some students are identified by central or regional staff.
- We do not want to create a disincentive to identify youth for special education who need those services in order to meet their educational potential.

[37] Artiles AJ, Harry B, Reschly DJ, Chinn PC (2001). Over-Identification of Students of Color in Special Educaiton: A Critical Overview. Monarch Center. The National Technical Assistance Center for Personnel Preparation in Special Education at Minority Institutions of Higher Education.

To address these and other concerns, the CORE districts will not utilize Special Education Disproportionality as a school-level accountability metric. Instead, districts will continue to treat this as a district-level accountability metric, and districts will be provided with school-level data (along with the other Index-related indicators) with the ability to decide how to share this information with school level stakeholders.

English learners account for approximately 250,000 students within the participating LEAs. They have historically been identified as a significant underachieving population. Many are long-term English Learners – struggling to become fluent in English and have full access to a college- and career-preparatory curriculum. As noted in *Reparable Harm, Fulfilling the Unkept Promise of Educational Opportunity for California Long Term English Learners*,[38] a definitional characteristic of long-term English learners is that they are not doing well academically. They are not progressing in English language development as would normatively be expected, and they struggle with the academic work expected of them. Typically, grades plummet, and the general profile of a long-term English Learner is a student with a grade point average of less than 2.0. Test scores tend to show that achievement in math and English language arts is two to three years below grade level. The gaps are apparent by fourth grade in math as well as English language arts. By eighth grade, students who are still classified as English Learners demonstrate some of the lowest performance of any student group. English-language development and English learner achievement is an important focus of attention for all of the Participating LEAs. We believe it is imperative to direct strong and immediate attention to addressing this crucial concern. Therefore, EL achievement, growth, and redesignation data will be included in both components of the CORE Dual Data Collection System for annual accountability reporting as well as informing continuous improvement, collaboration, and decision making.

In order to prevent schools from falsely identifying students as English Learners or students with disabilities, ELL re-designation and SWD identification metrics will be developed with regard to a "normative band" for each subgroup, such that the expectation will be that no subgroup is referred at differentially higher rates in Participating LEAs.

Currently each of the eight Participating LEAs closely monitor the English-language development and academic proficiency of EL students with metrics built into their local accountability models, which makes a statement of the high value the Participating LEAs place on ensuring that their EL student populations receive the instruction, support, and interventions necessary for progress and success. Table 4 details the particular indicators currently used among the Participating LEAs to monitor the progress of their English learner students. We have included one of them – the EL redesignation rate – in the School Culture and Climate Domain of the School Quality Improvement Index. ELs will also be a subgroup for which results will be accounted for in the measures across the two domains of the Index. We anticipate that achievement and advancement on the CELDT (California English Language Development Test) will be included as additional data collection points within the Continuous Improvement Data Collection categories for informing EL instructional and programmatic decision making.

[38] Olsen L (2010). *Reparable Harm, Fulfilling the Unkept Promise of Educational Opportunity for California Long Term English Learners.* A Californians Together Research and Policy Publication.

Table 4. English Learner Development and Achievement

	STAR ELA Proficiency	STAR Math Proficiency	STAR Growth	CELDT Achievement	CELDT Advancement	Redesignation Rate
Number of CORE Districts	8	8	2	3	2	4

Inclusion of social-emotional and school culture and climate factors in the School Quality Improvement Index ensures that schools are accountable for the entire student experience – including "outside-the-classroom" factors that are proven to have a significant impact on student learning and achievement. However, weighting the Academic Domain 60% ensures that strong performance along the social-emotional and culture-climate domains will not mask poor or stagnant academic performance. Furthermore, the Index's subgroup n of 20, and its heavy point allocation to subgroup performance, ensures that schools and districts will be accountable for a larger number of students, particularly those from under-served groups. The Participating LEAs feel that the extant research strongly supports the inclusion of Social-Emotional and Culture/Climate indicators in the accountability system so that we can monitor and address them and thereby indirectly support consistent improvement in achievement for all students and reduction of extant achievement gaps. The Social-Emotional and Culture/Climate indicators will be piloted during the 2013-14 school year and will be developed thoughtfully with input from the Participating LEAs and attention to preventing unintended consequences. Moreover, the indicators are most likely to result in unintended consequences (e.g., lowering the standards for ELL redesignation) will be monitored carefully for those effects. The English Learner Re-Designation rate, for instance, will be developed with regard to a "normative band" for re-designation (e.g., utilizing the performance thesholds for levels 1 to 10 emanating from baseline data), such that the expectation will be that students re-designate at an appropriate rate.

Table 5. High Quality Plan to develop and adopt CORE School Quality Improvement System

Key Milestone or Activity	Timeline	Parties Responsible	Evidence of Progress (Attachment)	Resources Needed	Significant Obstacles
Identify factors to be included in accountability system	Already developed	• CORE with input from participating LEAs	• List is included in Waiver application	• CORE and LEA staff time needed to determine indicators	• n/a
Determine weighting of Academic Domain indicators for elementary, middle, and high school for 2013-2014, 2014-2015, and for 2015-2016 and beyond	Already developed	• CORE with input from participating LEAs	• Described in waiver narrative and supporting materials	• CORE and LEA staff time needed to develop weighting system	• Indicator weighting may be re-adjusted upon engaging with statistician
Engage 3rd party data partner to develop data aggregation, analysis, and reporting plan for all participating districts	Complete	• CORE with input from participating LEAs	• Signed MOU indicating LEAs support data sharing	• Funding for data aggregator (amount TBD) • CORE and LEA staff time for engagement with data aggregator • All participating LEAs must sign data sharing agreement before engaging	• Funding required • Selecting and engaging appropriate vendor
Develop infrastructure and communication plan/documents for new accountability system, including a plan for making school accountability scores publically available	By January 2015	• CORE with support from LEA communication s teams • 3rd party data partner • Potential website designer	• Initial communications plan included in Waiver application • Updated communication plan to be developed by CORE and shared with key LEA personnel	• CORE and LEA time to develop communication plan and documents • Potential funding for website designer (amount TBD)	• Potential funding required • Potentially requires selecting and engaging appropriate vendor

Key Milestone or Activity	Timeline	Parties Responsible	Evidence of Progress (Attachment)	Resources Needed	Significant Obstacles
Engage statistician to more fully develop accountability system model and Academic Domain system weighting	By January 2015	• CORE with input from participating LEAs and 3rd party data partner if necessary	• Updated list of guidelines in Waiver section 2.G	• Funding for statistician (amount TBD) • CORE and LEA staff time for sourcing and vetting statistician	• Funding required • Selecting and engaging appropriate vendor
Collect absentee rate and suspension data in 2013-2014SY; Data collected will be used to finalize weighting in the accountability system under the Social-Emotional Domain	By October 2014	• LEAs responsible for data collection and sharing with 3rd party data partner • 3rd party data partner	• LEAs responsible for collecting and sharing data with 3rd party data	• CORE and LEA time for collecting and reporting data • 3rd party data partner in place by start of 2013-2014 SY	• Securing 3rd party data partner may take longer than expected • May require expert opinion to avoid risk of perverse incentives
CORE partners with external vendor to develop a student growth model for use in accountability system and can be used in teacher evaluations (if districts so choose)	Now through SY 2014-15	• CORE selects external vendor with LEA input	• Updated list of guidelines for the student growth model included in section 2.A	• Engage with an external vendor • CORE requires additional resources to develop accountability growth model (which includes to student growth model) (amount TBD)	• Funding required • Selecting and engaging appropriate vendor
Develop student/parent/teacher surveys to track Social-Emotional skills indicators and Culture/Climate indicators **(Participating LEAs will use a common set of questions to ensure consistency in data used in accountability score across participating districts; these questions can be integrated into existing surveys)**	By January 2015	• CORE with support from participating LEAs • Psychometrician/ assessment developer to design effective and appropriate questions • LEAs to develop LEA-specific survey plans	• List of factors surveys will be testing for included in description of accountability system • Required list of questions to be shared with LEAs by CORE	• Funding for Psychometrician/ assessment developer (amount TBD) • CORE and LEA time to transition to use of surveys (e.g. PD time)	• Funding required • Selecting and engaging appropriate vendor

Key Milestone or Activity	Timeline	Parties Responsible	Evidence of Progress (Attachment)	Resources Needed	Significant Obstacles
Engage statistician or other expert to develop method for measuring ELL re-designation with LEA input	Now through January 2015	• CORE with input from participating LEAs • 3rd party data aggregator	• Updated list of guidelines to be developed	• Funding for statistician or expert (amount TBD) • CORE and LEA staff time for engagement with statistician	• Funding required • Selecting and engaging appropriate vendor • Will require clear guidelines and ground rules for all LEAs to avoid risk of perverse incentives
Engage third party expert to incorporate Special Ed identification into accountability model with LEA input	Now through January 2015	• CORE with input from participating LEAs • 3rd party expert	• Updated list of guidelines to be developed	• Funding for third party expert (amount TBD) • CORE and LEA staff time for engagement with statistician	• Funding required • Selecting and engaging appropriate vendor • Will require clear guidelines and ground rules for all LEAs to avoid risk of perverse incentives
Finalize weighting of Social-Emotional Domain and Culture/Climate Domain indicators	By January 2015	• CORE with input from participating LEAs, Psychometrician, statistician, and 3rd party data partner as needed	• CORE to updated accountability score model and communicate to LEAs	• CORE and LEA staff time needed to develop weighting system • Useable, actionable data for absentee and suspension rates as collected during 2013-2014SY • Input from statistician and Psychometrician	• Delays in earlier steps could delay finalized weighting
Re-assess weighting of Academic Domain indicators with LEA input under new SBAC assessments with LEA input	By 2015-2016 SY	• CORE with input from participating LEAs	• Updated list of guidelines as needed	• CORE and LEA staff time needed to review impact of SBAC and CCSS, and to determine new weightings as needed	• Indicator weighting may be re-adjusted and re-communicated to LEAs, staff, students, and parents

2.A.ii Select the option that pertains to the SEA and provide the corresponding information, if any.

Option A	**Option B**
☐ The SEA includes student achievement only on reading/language arts and mathematics assessments in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools.	☒ If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system or to identify reward, priority, and focus schools, it must: a. provide the percentage of students in the "all students" group that performed at the proficient level on the State's most recent administration of each assessment for all grades assessed; and b. include an explanation of how the included assessments will be weighted in a manner that will result in holding schools accountable for ensuring all students achieve college- and career-ready standards.

2.B Set Ambitious but Achievable Annual Measurable Objectives

Select the method the SEA will use to set new ambitious but achievable annual measurable objectives (AMOs) in at least reading/language arts and mathematics for the State and all LEAs, schools, and subgroups that provide meaningful goals and are used to guide support and improvement efforts. If the SEA sets AMOs that differ by LEA, school, or subgroup, the AMOs for LEAs, schools, or subgroups that are further behind must require greater rates of annual progress.

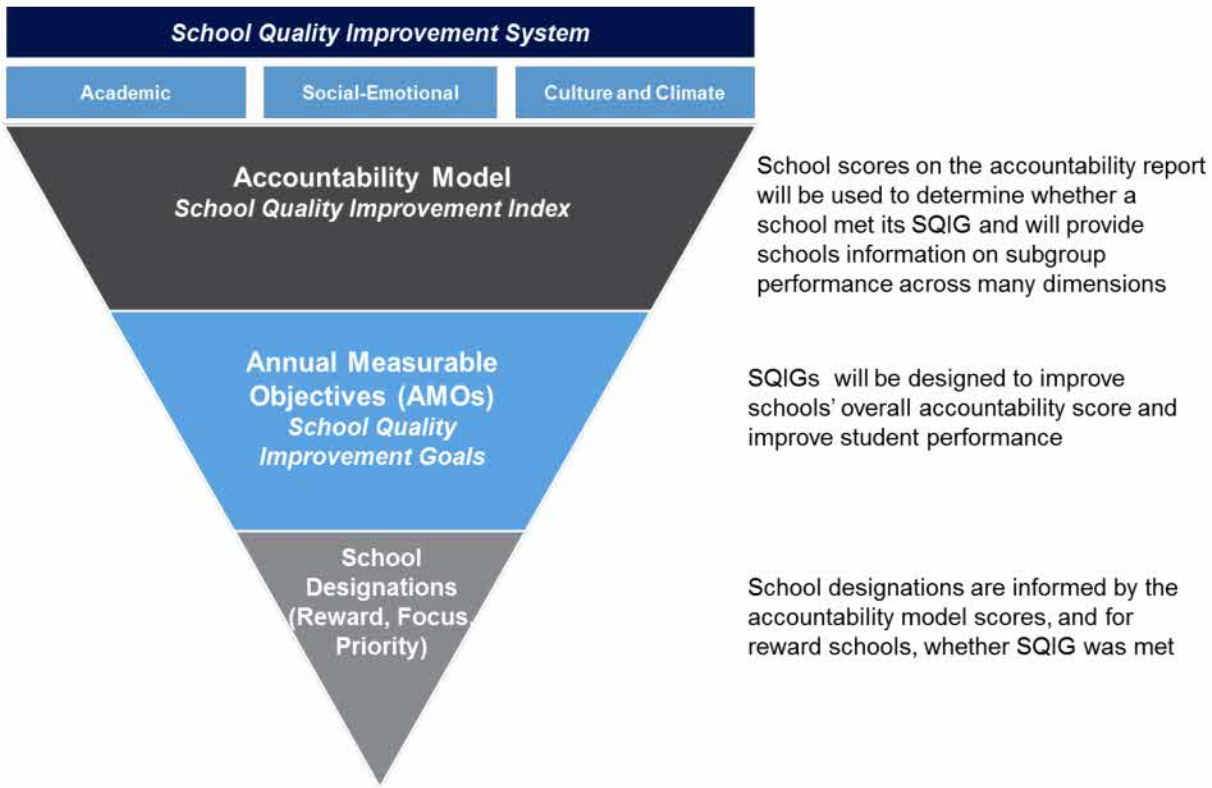
Option A	**Option B**	**Option C**
☐ Set AMOs in annual equal increments toward a goal of reducing by half the percentage of students in the "all students" group and in each subgroup who are not proficient within six years. The SEA must use current proficiency rates based on assessments administered in the 2011–2012 school year as the starting point for setting its AMOs. i. Provide the new AMOs and an explanation of the method used to set these AMOs.	☐ Set AMOs that increase in annual equal increments and result in 100 percent of students achieving proficiency no later than the end of the 2019–2020 school year. The SEA must use the average statewide proficiency based on assessments administered in the 2011–2012 school year as the starting point for setting its AMOs. i. Provide the new AMOs and an explanation of the method used to set these AMOs.	☒ Use another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, and subgroups. i. Provide the new AMOs and an explanation of the method used to set these AMOs. ii. Provide an educationally sound rationale for the pattern of academic progress reflected in the new AMOs in the text box below. iii. Provide a link to the State's report card or attach a copy of the average statewide proficiency based on assessments administered in the 2011–2012 school year in reading/language arts and mathematics for the "all students" group and all subgroups. (Attachment 8)

The Participating LEAs agree to employ the CORE developed School Quality Improvement Goals (Annual Measurable Objectives or AMOs) for continuous improvement to drive reform within their LEAs. While each LEA is recognized and valued as an individual organization with its own set of core values, traits, and culture, together, the Participating LEAs agree that a common set of new School Quality Improvement Goals will allow them to focus on the right drivers to positively turn the educational tide in California. Hence, all Participating LEAs voluntarily agree to implement the School Quality Improvement Goals, which aim to improve performance across the three domains of the School Quality Improvement System: Academic, Social/Emotional, and School/District Culture and Climate.

Despite the fact that current NCLB accountability regulations do not reach beyond narrow achievement targets and cut points, the Participating LEAs strongly believe that social-emotional and school climate factors play important roles in preparing all students to be college and career-ready. Accordingly, the CORE Board has included indicators in both the social-emotional and school culture and climate domains in our alternate system of accountability to drive overall student achievement improvement. As was referenced in Principle 2, Section A, many Participating LEAs currently reach beyond NCLB criteria by including such additional measures within their local accountability systems, thus emphasizing the importance of valuing measures beyond simply academics when preparing college- and career-ready graduates. ..

Figure 28 illustrates the role of CORE's School Quality Improvement Goals (AMOs) within the School Quality Improvement System

Figure 28.



The CORE Board has developed the framework and system for establishing School Quality Improvement Goals for each school during the spring of 2013. Each school's School Quality

Improvement Index score will inform its School Quality Improvement Goal. Each school will have the goal of either:

- Reaching 90% (90 points on the School Quality Improvement Index), or
- Improving their School Quality Improvement Index by increasing 2 percentage points in 2 years, and 4 percentage points in 4 years.

Schools that are far below 90 points will therefore have a more ambitious School Quality Improvement Goal than schools that have a higher Index because they will need to continually improve over time.

Schools will receive a detailed report on their School Quality Improvement Index that outlines each domain's and subcomponent's point distribution so that schools are able to identify focus areas of improvement.

Performance on School Quality Improvement Goals will be used to drive interventions or rewards. Schools that do not meet their School Quality Improvement Goal after two years will be required to join a community of practice focused on the area(s) highlighted on the schools' School Quality Improvement Index as most in need of improvement. Schools must have met their School Quality Improvement Goal (and perform at the highest 10% level among schools in Participating LEAs) in order to be designated a high-performing reward school.

After 2 years:

(1) Schools that did not meet their School Quality Improvement Goal after 2 years will be required to join a community of practice focused on the area highlighted on the schools' accountability score card as most in need of improvement

After 4 years:

(1) Schools that did not meet their either their 2- or 4-year School Quality Improvement Goal will be required to enter into a peer pairing.

2) Schools that did meet their 2 year School Quality Improvement Goal but not their 4 year goal will be required to join a community of practice.

Implementation of the School Quality Improvement Goals will occur during the 2014-15 school year, the first year of SBAC assessments along with indicators in the other School Quality Improvement Index domains. Full transition to the School Quality Improvement Goals will mirror the transition to the CORE School Quality Improvement System, as presented in Figures 29 and 30 below. In 2015-16, CORE will analyze the first year of SBAC results, and the impact of adding growth to the School Quality Improvement Index, and recalibrate goals of reaching 90 if necessary.

Figure 29. Timeline for Transition to School Quality Improvement Goals

Accountability system implementation phase and initial intervention timeline

	2013-2014 *Planning and Piloting*	2014-2015 *Initial Implementation*	2015-2016 *Full Implementation*

Accountability structure in place	• Academic domain only:
	  ○ Proficiency rates will be based on CST
	  ○ Growth will be measured by whether or not a school met their API target
		• All participating districts and schools will transition to the new CORE accountability model that will include:
		  ○ Academic domain scores based on SBAC performance. Academic domain will not include growth
		  ○ Social-Emotional and Culture-Climate Factors scores
			• Full implementation of the CORE accountability model
			• 2015-16 will be the baseline year for school scores (out of 100%) moving forward

Implications for AMOs	• AMO (at end of 2013-14) will be based upon 2013 API (bottom 30% considered for not meeting the AMO), and whether or not schools met their California API Growth and/or graduation targets	• AMOs will be based on schools' 2014-2015 accountability scores, excluding growth: ○ Schools in all participating districts will be accountable to the CORE-wide AMOs of either reaching a score of 90 or improving the accountability score by increasing 2 percentage points in 2 years, and 4 percentage points in 4 years	• CORE will analyze the first year of SBAC results, and the impact of adding growth to the accountability score, and recalibrate an AMO of reaching 90 if necessary • Based on their accountability score schools will be given specific focus areas of improvement, and will have the opportunity to enter into PLCs or participated in CORE-facilitated PD in those areas
Priority and Focus Schools Intervention Timeline ***(For priority and focus schools identified in Spring 2013 only)***	• Priority schools identified in Spring 2013 enter into 1 year needs assessment and intervention planning process utilizing 7 turnaround principles. Schools complete an initial self-evaluation, followed by in-depth peer review with partner reward school • Focus schools identified in Spring 2013 implement interventions immediately, beginning with self review and then partnering with reward school	• List of focus, priority and reward schools is re-calculated at EOY • Interventions in priority schools identified in Spring 2013 begin in the first semester • Focus schools identified in Spring 2013 continue to implement the interventions determined through the needs assessment until they are removed from focus designation	• Priority schools listed as priority in 2013-2014 continue to implement interventions until at least 2016-2017 • Focus schools identified in Spring 2013 continue to implement the interventions determined through the needs assessment until they are removed from focus designation

Figure 30. Long Term School Quality Improvement Goal Timeline

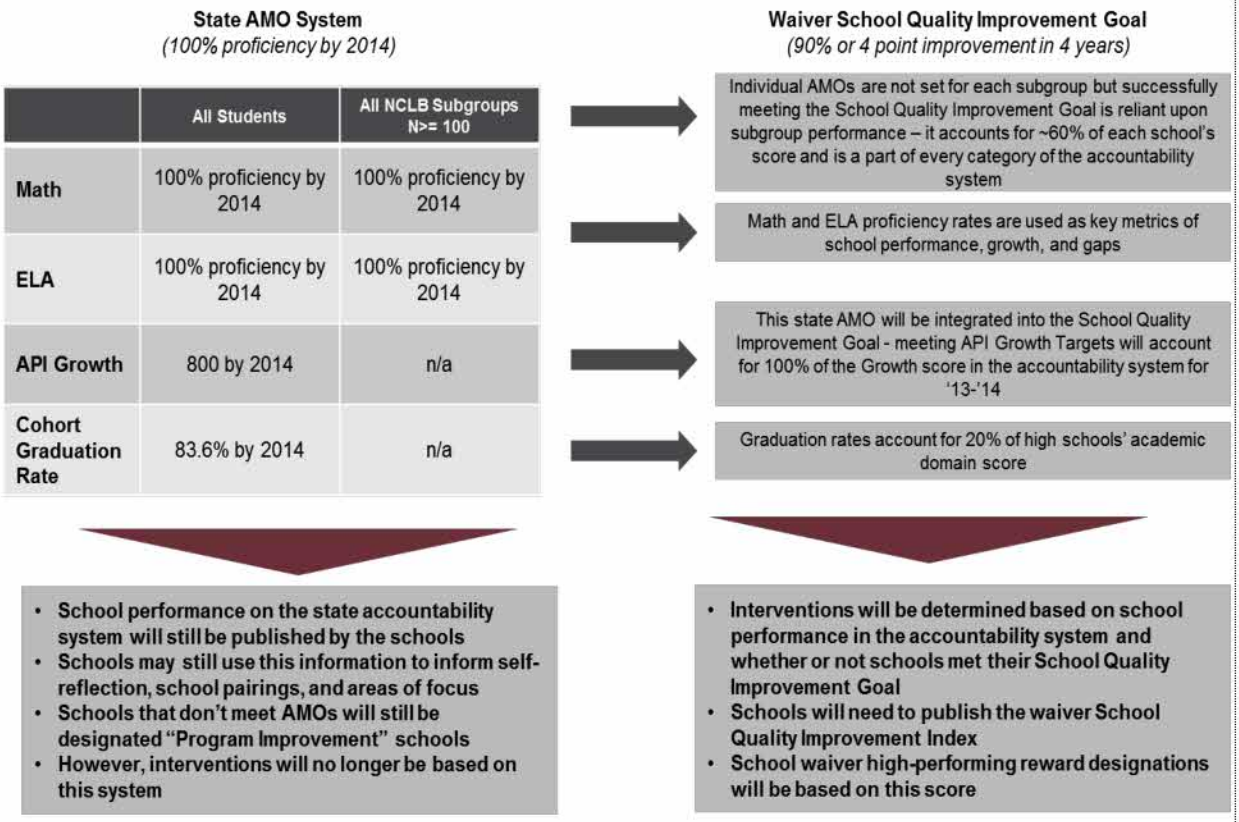
Long-term interventions timeline

2014-15	2015-2016	2016-2017	2017-2018	2018-2019
• **School Quality Improvement Index fully implemented and School Quality Improvement Goals established** • **Goals for all schools are improving overall school scores by 2 points in 2 years, and 4 points in 4 years** • **Reward, Priority, Focus school list re-calculated**	• Newly identified priority schools enter into 1 year needs assessment and intervention planning process utilizing 7 turnaround principles • Needs assessment will be conducted using Sacramento City's School Quality Review – schools complete an initial self-evaluation, followed by in-depth peer review with partner reward school • Newly identified focus schools undergo a self-evaluation and join appropriate communities of practice, with the option to partner with a reward school • All other schools will work towards their School Quality Improvement Goal with the option of entering into communities of practice or partnerships with schools with demonstrated success in their biggest area of need	• Priority schools implement Y1 of interventions with support from peer partner school • All other schools (including focus) will work towards their School Quality Improvement Goal. Non-focus schools will have the option of entering into communities of practice or partnerships with schools with demonstrated success in their biggest area of need • At EOY Gardener Center makes public School Quality Improvement Index scores and determines whether or not schools met their goal of increasing their overall school score by 2 points in 2 years • **Schools that did not meet their goal will be required to join communities of practice focused on the area highlighted on the schools' School Quality Improvement Index score card as most in need of improvement**	• Priority schools implement Y2 of interventions with support from peer partner school • Focus schools continue to implement interventions and participate in communities of practice as needed. Schools identified as focus schools for 3 consecutive years will be required to partner with a reward school • Schools identified as missing their School Quality Improvement Goal in 2018-2019 continue to work with their communities of practice • All other schools will work towards their School Quality Improvement Goal with the option of entering into communities of practice or partnerships with schools with demonstrated success in their biggest area of need	• Priority schools implement Y3 of interventions with support from peer partner school • Focus schools continue to implement interventions and participate in communities of practice and reward school partnerships as needed • Schools identified as missing their goal in 2018-2019 continue to work with their communities of practice • At EOY Gardener Center makes public school index scores and determines whether or not schools met their goal of increasing their overall school score by 4 points in 4 years • **Schools that did not meet either their 2- or 4-year goal will be required to enter into a peer pairing** • **Schools that did meet their 2-year goal but not their 4-year goal will be required to join a communities of practice**

School Quality Improvement Index and Goal will be recalibrated if necessary after full School Quality Improvement System is implemented with SBAC (including growth)

Once the ESEA Waiver is approved, Participating LEAs will still be measured by California's Annual Measurable Objectives system. However, interventions will be driven by Waiver designations and school performance in the School Quality Improvement System and whether or not schools meet their School Quality Improvement Goal. However, schools and LEAs will still continue to reference California's AMOs to help inform interventions. Figure 31 below presents how CORE will use the State's existing AMOs in addition to the CORE-level School Quality Improvement Goals.

Figure 31 – Use of both CORE School Quality Improvement Goals and State AMOs



Transition Timelines – Implementing School Quality Improvement Goals for the Two Domains of the CORE School Quality Improvement System

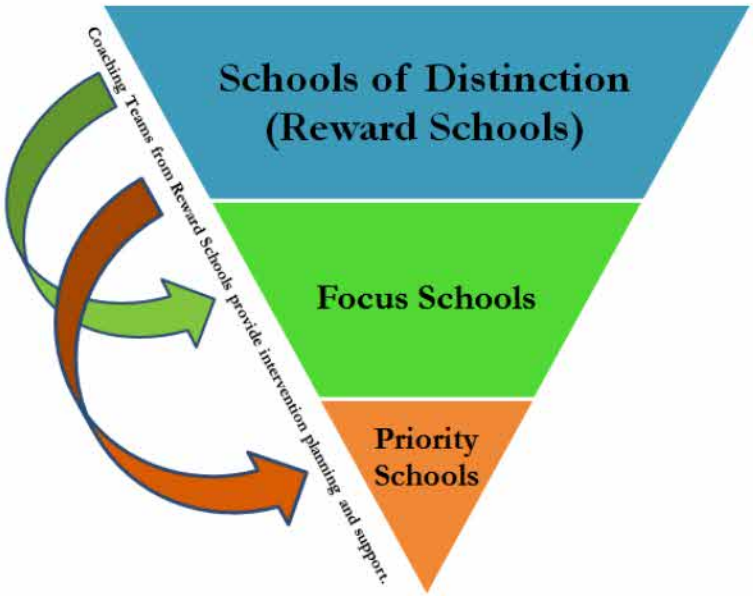
In the academic domain, proficiency is the expectation. However, the Participating LEAs recognize that not all students learn or progress at the same pace, and to set targets that require all students to achieve at the same trajectory is unrealistic, inappropriate—even unfair. The Participating LEAs therefore endeavor to serve all students' learning needs with individualized instruction leading to accelerated academic growth and achievement. Academic targets will be based on the expectation that students progress on a trajectory to achieve proficiency as soon as possible.

In the absence of a new state assessment system aligned to the CCSS, the Participating LEAs will

implement a transitional model that leverages existing accountability measures while beginning to move the system toward a more holistic, collaborative, and non-punitive approach (see non-academic domain measures in the next section). During 2012-13 and 2013-14, as the districts prepare to implement the SBAC CCSS-aligned assessment, accountability metrics will include a combination of 2010-11 Average Yearly Progress (AYP) targets (math/ELA school and subgroup proficiency cut points), and the achievement of the currently projected Academic Performance Index (API) growth targets. Participating LEAs will be responsible for communicating and publically reporting both the new School Quality Improvement Index goals and scores, as well as the CA NCLB Accountability Workbook AMOs for all Title I schools. Schools and LEAs must also use existing CA AMO data for reflection, intervention planning and indicators to drive continuous improvement (approved by LEA superintendent). For example, if a school fails to meet a State AMO such as ELA proficiency for a subgroup due to a drop in proficiency achievement according to state reporting, and those results are consistent with the aligned sub-part of the School Quality Improvement Index; the school and LEA should take action to improve programs and interventions directed toward the students identified in that subgroup. Consistency between the CA AMOs and the School Quality Improvement Index score is not guaranteed due the difference in sample "n" sizes.

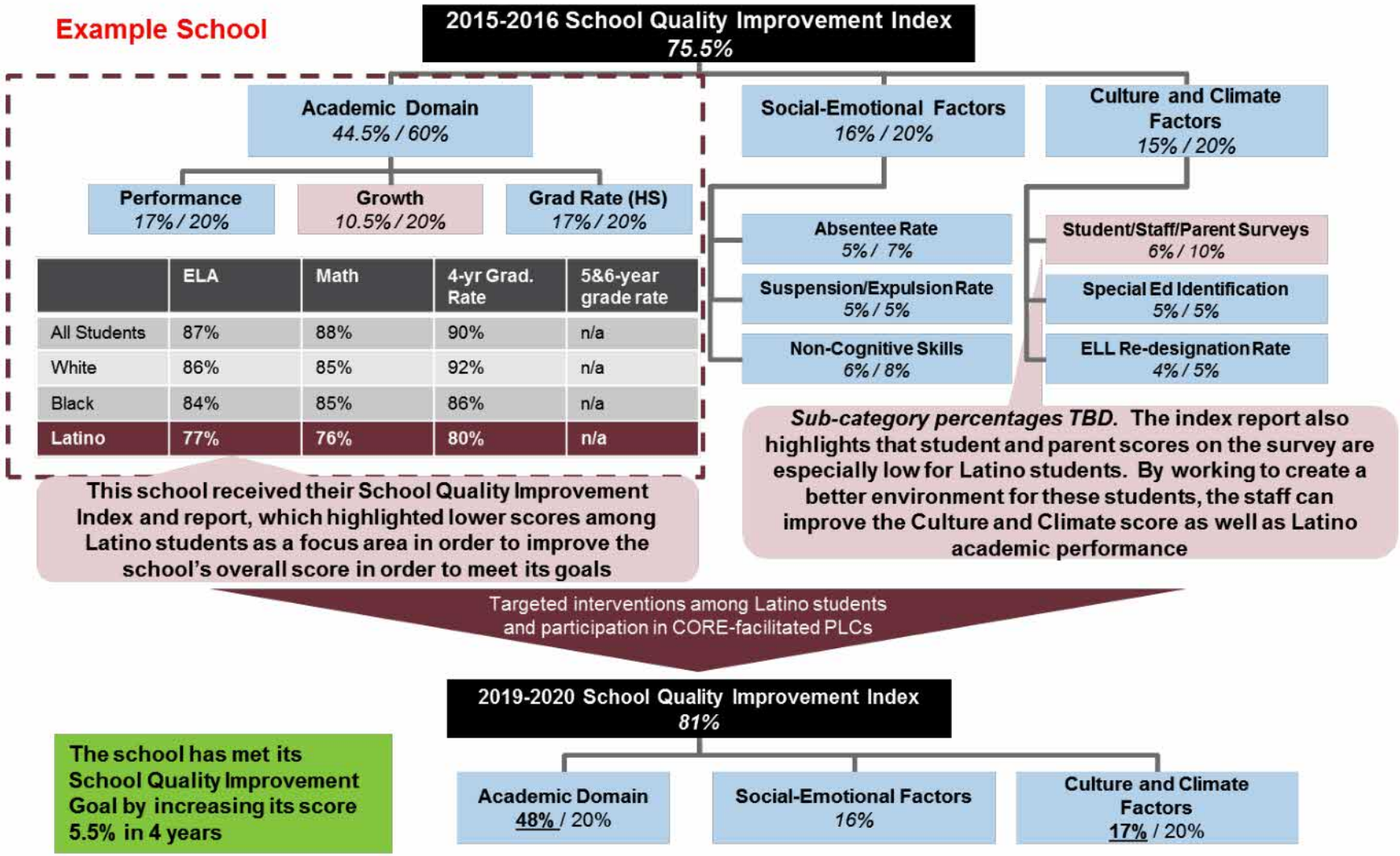
These measures will serve as the primary methodology within the Academic Domain for school identification (as schools of distinction/reward, priority, or focus schools) and implementation of appropriate supports and interventions for all schools in the 2013-14 year, based on 2012-13 performance achievement data. It is not the intention of Participating LEAs to continue to use the API or California's NCLB Accountability Workbook measures as drivers once all LEAs have transitioned to the CCSS and the aligned SBAC assessments. Therefore the School Quality Improvement Goals will transition to an altered model in 2014-15.

Figure 33. School Quality Improvement System Classification of Schools



School Quality Improvement Index for example school. By taking into account measures under the three domains of the CORE School Quality Improvement System, the School Quality Improvement Index will highlight where schools are struggling the most, enable schools to address these areas, and reward schools for doing so effectively. Figure 34 provides an example of a high school with a 75.5% score in 2015-16 that improved to 81% (5.5% improvement) in four years, therefore exceeding the School Quality Improvement Goal of a 4% increase over four years. (Note that Figure 34 organizes the Index into three domains, according to the original design. The final calculation method will organize the Index into two domains, according to the revised Index described in previous sections).

Figure 34 – Scenario for Meeting School Quality Improvement Goal
Example High School



2.C Reward Schools

2.C.i Describe the SEA's methodology for identifying highest-performing and high-progress schools as Reward schools . If the SEA's methodology is not based on the definition of Reward schools in *ESEA Flexibility* (but instead, e.g., based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department's "Demonstrating that an SEA's Lists of Schools meet ESEA Flexibility Definitions" guidance.

The CORE Participating LEAs have established methodologies for identifying and rewarding schools in two categories: Highest Performing and High-Progress. These School Quality Improvement System "Reward schools," will be determined based on criteria developed by the CORE Board. Elementary, middle, and high schools that demonstrate prescribed achievement and growth against CORE School Quality Improvement Goals for all students and subgroups and that fall within the categories outlined in **Tables 6a and 6b** will be recognized publically within their own districts, the State of California, and nationally within these categories.

The Reward schools list for the 2013-14 year has been determined using CST data from the most recent three consecutive years in accordance with USED guidance. General guidelines for identification of Reward schools are outlined in **Tables 6 and 7**

All Reward, Priority, and Focus lists will be recalculated if new Participating LEAs join the CORE Waiver.

Table 6a. 2013-14 Reward School Criteria

Reward Schools	Criteria (Based on three years' worth of data)

Highest-Performing
Title I Schools
	• Top 30% of schools based on performance in 2010-2012, and based on 2012 graduation rates; and
	• Within-school achievement gap in the lowest 30% across all participating schools; or
	• The lowest performing subgroup in each school has improved since 2010 (i.e., change is >0); and
	  ▪ Schools cannot be designated highest-performing if they have a stagnant or worsening achievement gap. By showing significant improved performance for a school's lowest performing subgroup, our methodology meets DOE's requirement that a highest-performing school must not have significant achievement gaps that are not closing.
	• Met AYP in 2012, defined as:
	  ▪ Met proficiency rates for all students and all subgroups; and
	  ▪ Reached 740 API or grew by at least 1 point; and
	  ▪ (or the growth target)

High-Progress Title I Schools	• Top 10% most improved academic performance across ELA and Math in all grades in the "all students" group; and • Top 30% most improved graduation rate; and • The lowest performing subgroup in each school has improved by at least 5% since 2010 ▪ Schools cannot be designated highest-progress if they have a stagnant or worsening achievement gap. By showing significant improved performance for a school's lowest performing subgroup, our methodology meets DOE's requirement that a High-Progress school must not have significant achievement gaps that are not closing.

Table 6b. 2014-15 Reward School Criteria (Lists Released in Summer/Fall 2014)

Reward Schools	Criteria (Based on three years' worth of data)
Highest-Performing Title I Schools	• Top 30% of schools based on performance in 2011-2013, and based on 2013 graduation rates; and • Within-school achievement gap in the lowest 30% across all participating schools; or • The lowest performing subgroup in each school has improved since 2011 (i.e., change is >0); and ▪ Schools cannot be designated highest-performing if they have a stagnant or worsening achievement gap. By showing significant improved performance for a school's lowest performing subgroup, our methodology meets DOE's requirement that a highest-performing school must not have significant achievement gaps that are not closing. • Met AYP in 2013, defined as: ▪ Met proficiency rates for all students and all subgroups; and ▪ Reached 770 API or grew by at least 1 point; and ▪ (or the growth target)
High-Progress Title I Schools	• Top 10% most improved academic performance across ELA and Math in all grades in the "all students" group; and • Top 30% most improved graduation rate; and • The lowest performing subgroup in each school has improved by at least 5% since 2011 ▪ Schools cannot be designated highest-progress if they have a

	stagnant or worsening achievement gap. By showing significant improved performance for a school's lowest performing subgroup, our methodology meets DOE's requirement that a High-Progress school must not have significant achievement gaps that are not closing.

For 2014-15, an updated list of Reward schools was released in Fall 2014.

Table 7 provides the criteria for Reward schools in 2015-16 and subsequent years as new CCSS-aligned testing (e.g., SBAC and district-wide testing in subject areas and grade levels not otherwise tested) is implemented and the School Quality Improvement Index and Goals are rolled out to the field.

Table 7. 2015-16 and beyond – Reward School Criteria

HIGHEST PERFORMING (TITLE I) SCHOOLS

2015-16 (Released in Summer/Fall 2015)

(We are proposing not to identify highest performing reward schools in summer/fall 2015 due to the fact that SY 2014-15 is the first year of SBAC testing).

2016-17 (Released in Summer/Fall 2016)

1. Top 10 percent on the Index (amongst elementary, middle and high schools, separately and respectively), AND
2. Met the CORE Annual Measureable Objective, AND
3. Top 10 percent on Index academic performance/graduation points during the year in question and the prior school year (amongst elementary, middle and high schools, separately and respectively), AND
4. No significant academic performance or graduation gaps from the year in question that are not closing, AND
5. Tested at least 95 percent of students (both all students and subgroups).

2017-18 (Released in Summer/Fall 2017) and Beyond

1. Top 10 percent on the Index (amongst elementary, middle and high schools, separately and respectively), AND
2. Met the CORE Annual Measureable Objective, AND
3. Top 10 percent on Index academic performance/graduation points during the year in question (amongst elementary, middle and high schools, separately and respectively), AND

4. Top 10 percent on Index academic achievement/graduation points for two of the last three years (amongst elementary, middle and high schools, separately and respectively), AND
5. No significant academic performance or graduation gaps from the year in question that are not closing, AND
6. Tested at least 95 percent of students (both all students and subgroups).

HIGHEST PROGRESS (TITLE I) SCHOOLS

2015-16 (Released in Summer/Fall 2015
(No high progress schools in summer/fall 2015 due to the lack of progress data with 2014-15 being the first year of SBAC).

2016-17 (Released in Summer/Fall 2016)

1. Top 70 percent on the Index (amongst elementary, middle and high schools, separately and respectively), AND
2. Top 10 percent of growth results for all students/subgroups during the year in question (amongst elementary, middle and high schools, separately and respectively) AND
3. No significant academic performance or graduation gaps from the year in question that are not closing, AND
4. Tested at least 95 percent of students (both all students and subgroups)

2017-18 (Released in Summer/Fall 2017)

1. Top 70 percent on the Index (amongst elementary, middle and high schools, separately and respectively), AND
2. Top 10 percent of growth results for all students/subgroups during the year in question and the prior school year (amongst elementary, middle and high schools, separately and respectively) AND
3. No significant academic performance or graduation gaps from the year in question that are not closing, AND
4. Tested at least 95 percent of students (both all students and subgroups)

2018-19 (Released in Summer/Fall 2018) and beyond

1. Top 70 percent on the Index (amongst elementary, middle and high schools, separately and respectively), AND
2. Top 10 percent of growth results for all students/subgroups during the year in question (amongst elementary, middle and high schools, separately and respectively) AND
3. Top 10 percent of growth results for all students/subgroups for two of the last three years for all students and all subgroups (amongst elementary, middle and high schools, separately and respectively), AND
4. No significant academic performance or graduation gaps from the year in question that are not closing, AND
5. Tested at least 95 percent of students (both all students and subgroups).

2.C.ii Provide the SEA's list of Reward schools in Table 2 (Please see Appendix E-9).

2.C.iii Describe how the SEA will publicly recognize and, if possible, Reward highest-performing and high-progress schools.

All Reward schools (High-Progress and Highest-Performing), their districts and governing boards will be recognized locally and state-wide by CORE Board Members and staff, local Boards of Education and/or media. Additionally, Reward schools will receive professional development to develop their coaching capacity to share successful practices as interventions for Priority and Focus schools (see sections 2.D. Priority Schools and 2.E. Focus Schools). Individual LEAs have the option to provide additional recognition such as certificates, banner/plaques, ceremonies, special Reward designation logos on the school website, and inclusion of school staff on important district task forces. These Rewards have been developed in partnership and close consultation with all participating LEA Superintendents, and key staff, in and ensure that high performing and high progress schools are provided meaningful Rewards.

Some, but not necessarily all Reward schools will serve as collaborative partners to Priority or Focus schools. A key benefit of Reward school status is the opportunity for effective teachers and principals to reflect on best practices at their school and to learn how to share that information with other educators. Research shows that this process in and of itself deepens educators' understanding of "the work" and helps them to hone their skills in an intentional way as they prepare to train and coach other educators. They learn how better to practice effective listening, giving constructive feedback, Focused observation, and relationship building – all skills that are highly useful in their own classrooms and schools.[39] Reward school teachers will also have greater exposure and access to new teaching and classroom management techniques, particularly as they focus acutely on traditionally under-served populations that are likely to be over-represented among Focus and Priority schools. Finally, Reward school teachers and principals will benefit from their participating in professional learning communities within the Reward schools themselves, their districts, and across the CORE network.[40]

The process of pairing Reward and Focus or Priority schools is quite deliberate. Once schools have been identified for one of the four options (Reward highest-performing and high-progress, Focus, and Priority), CORE will administer a short questionnaire to the schools to better understand their self-diagnosed strengths and needs. Their performance on the School Quality Improvement Index, as well as in meeting School Quality Improvement Goals and the specific areas of strength and weakness against those goals will also inform CORE as it seeks to pair schools, also taking into consideration geographic proximity and demographic profiles as mentioned above.

If schools are not able to match on a one-to-one basis, there may be situations with a two-to-one or one-to-two basis. There may also be situations where there are an insufficient number of schools that meet the Reward criteria at a particular school level to have a sufficient set of schools to support Priority schools. In these cases, other high performing and/or higher progress schools may be utilized as pairs as long as such schools have met the current AMO and there is evidence that the pairing will be fruitful (e.g., similarities in school populations). Schools that are acting in support of Priority or Focus schools in the School Pairing Program – whether they be Reward schools or other high performing/high progress schools – will be

[39] Pianta, R.C., Teaching Children Well: New Evidence-Based Approaches to Teacher Professional Development and Training, Center for American Progress, 2011.
[40] Little, J.W., Professional Community and Professional Development in the Learning-Centered School, National Education Association Working Paper, 2006.

termed "collaborative partners").

Priority/Focus schools will remain paired with the same collaborative partner school year after year while Priority/Focus schools remain in their respective designations unless the following occurs:

a) The collaborative partner school becomes a priority, focus or "other support" school, AND
b) Their LEA determines that continuing in the pairing would be detrimental to the collaborative partner school,

   OR

c) The LEA(s) involved determine that the Priority/Focus school in question would benefit from a different partner.

If a Priority school or a paired Focus school loses their partner school, they will be assigned a new one.

Participating LEAs may be asked to provide seconded staff to support the pairing process over time. CORE and Participating LEAs will oversee the pairing and ensure that the relationship is working effectively and that the parties are meeting at least monthly to support implementation of the school improvement plan.

The peer LEAs will ensure that as one of their first activities, Priority and Focus school teams will conduct a needs assessment, or utilize a recently completed needs assessment. The process may be similar to a School Quality Review[41] or may utilize the needs assessment tools a District is already implementing (e.g., via the Single Plan for Student Achievement process). Priority and paired Focus schools will share their needs assessment with their collaborative partner school.

CORE Participating LEAs hold graduation from their K-12 systems as the most important indicator of high school success. If students graduate by accomplishing rigorous graduation requirements, it is expected that they have the skills and abilities to successfully embrace the next educational, workplace, or life experiences presented to them. Therefore, that value will be reflected in the CORE School Quality Improvement Goals beginning in 2013-14 year. The California High School Exit exam is currently included within the California API, which is included in the 2013-14 school classification methodology. In

[41] A School Quality Review is an external, unbiased validation of the school's work and effectiveness. A team of stakeholders (e.g., parents and students (in secondary schools), teachers, and other trained observers visit each school for several days, observe classes, conduct interviews and focus groups, review the school's self-assessment and analyze school and student outcomes. The team will map the data gathered onto rubrics which describe the characteristics of a quality school. This assessment is presented to all stakeholders, including the superintendent and the Board of Education. This process results in actionable knowledge about the schools' strengths and weaknesses that will help school stakeholders refine and focus the ongoing school improvement work to promote better student outcomes. It is designed to assist districts to develop a clear picture of the quality of education provided in its schools. It provides schools a comprehensive report that outlines their strengths and areas for development which enable them to identify priorities for improvement, monitor program delivery, and evaluate student learning outcomes. In essence, it is a powerful formative tool used to guide districts and schools as they engage in the cycle of continuous improvement.

future years, graduation rates will continue to carry heavy weight in the School Quality Improvement Goals.

Technical assistance and professional development will be required to ensure that Reward schools are successful in their coaching and support responsibilities toward the Focus and Priority schools. Priority schools and Reward schools will be paired together to learn from each other as peers. Schools will be collaborative partners. CORE will develop a support plan with each district in order to ensure that schools understand their role as collaborative partners and that they have the support needed in order to engage in a meaningful relationship. The professional development and support outreach provided will be financed with Title I funds from LEAs with Priority and Focus schools and subsidized with philanthropic support via CORE. It is worthwhile to note that material awards such as plaques, flags, etc. cannot and will not be accrued using Title I funds. CORE will annually facilitate a "Partnership Building Convening" to facilitate the first opportunity for paired schools to learn together, develop common expectations and begin the peer review and collaboration work as partners.

Under current NCLB interventions, schools and LEAs are mandated to contract with state approved vendors for technical assistance focused on school and LEA reform. Such interventions have not proven to be as effective as many in the educational community had hoped. Therefore, the CORE Board directly developed the proposed system of recognition for Reward schools and pairing with Focus and Priority schools because the most effective reforms within the CORE LEAs have been those that have learned from each other and worked collaboratively to share and implement the best reform practices. (e.g., Fresno, Long Beach partnership) The superintendents raised a concern about the efficacy of having Highest-Performing schools acting as Reward schools in a pairing process with Focus and Priority schools that are demographically dissimilar. The Participating LEAs are, in fact, much more interested in identifying schools that have succeeded by effectively serving traditionally underserved and/or underrepresented student populations. Reward schools may be required to participate in the school pairing program. There may be excess reward schools in any given year which may not participate, but if a reward school is asked to partner with a Priority or Focus school, it must agree to do so. Schools may also be categorized both as Priority because of their SIG funding and High-Progress Reward because of their growth. These schools likely show great promise as strong and relatable role models for other Priority and Focus schools.

If an LEA or school falls out of compliance with the requirements of the MOU or the school peer pairing agreement, it is the responsibility of the peer LEA or school to notify the LEA and CORE of the noncompliance so that action can be taken.

2.D Priority Schools

2.D.i Describe the SEA's methodology for identifying a number of lowest-performing schools equal to at least five percent of the State's Title I schools as Priority schools. If the SEA's methodology is not based on the definition of Priority schools in *ESEA Flexibility* (but instead, e.g., based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department's "Demonstrating that an SEA's Lists of Schools meet ESEA Flexibility Definitions" guidance.

Figure 35 below lays out the process used to identify Priority schools for the 2013-14 school year during which there are an estimated 970 Title I schools from which to draw, indicating the need to identify 49 schools as Priority in order to be in accordance with USED guidelines. CORE has identified 58 using the following methodology:

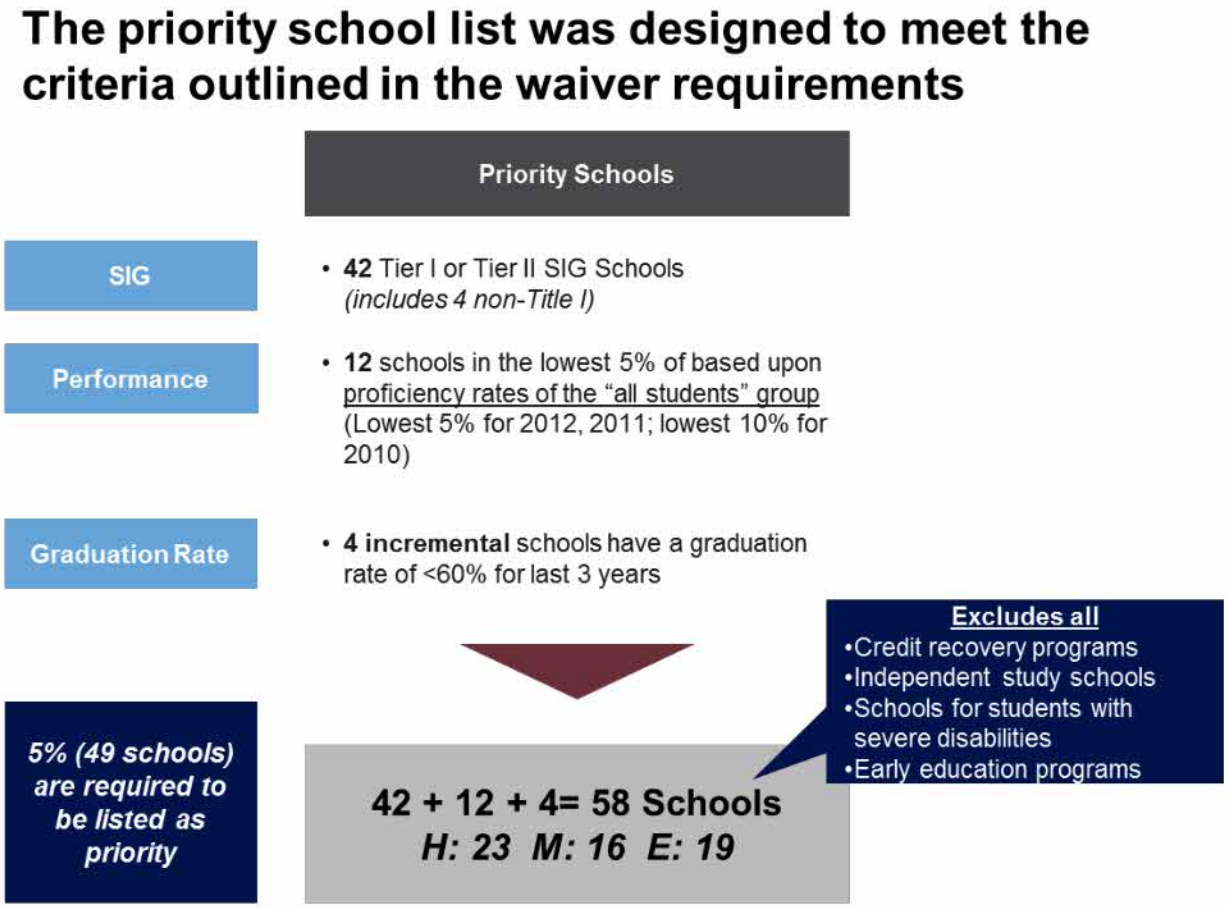
- Priority schools were drawn from the roster of current SIG schools (42 schools), the persistently lowest performing schools (Lowest 5% for 2012, 2011; lowest 10% for 2010) based on the proficiency rates of the "all students" group in ELA and math (12 schools); and high schools with less than a 60% cohort graduation rate for last 3 years (4 schools), for a total of 58 schools (Priority schools comprise 5.5% of Title I schools).

This listing of Priority schools explicitly excludes all: credit recovery programs, independent study schools, schools for students with severe disabilities, schools for expelled students, and early childhood education programs.

The CORE definition of Priority and Focus schools are mutually exclusive. Therefore, there is no overlap between these two categories of schools. However, some existing SIG schools that have been designated as Priority schools have also demonstrated enough growth in recent years to be recognized as Reward schools. While the CORE Board wants to recognize and celebrate the outstanding growth and progress, those schools won't serve as a sole reward pairing for another Priority school until exiting Priority. Such schools will be excellent resources for other Priority schools.

Similarly, the School Quality Improvement System requires that all Title I high schools with a graduation rate of less than 60% over a number of years will be classified as Priority schools.

Figure 35. Priority Schools



Note: Fremont and Castlemont in OUSD are aggregated and included as low proficiency schools

In general, it was not the intention of the CORE districts to update the Priority school list for SY 2014-15. That said, for new schools that joined the waiver for SY 2014-15 (e.g., schools that were not previously Title I or schools that had insufficient data to be reviewed in the initial set of designations), we considered addition to Priority List under the following conditions:

- Performance: Lowest 5% for 2013, 2012; lowest 10% for 2011
- Graduation: Graduation rate of less than 60% for 2011, 2012 and 2013

These are the same criteria that were used for the initial set of designations for SY 2013-14, updating the analyses to use the most recent three years of data.

Going forward, the next time the CORE districts intend to consider all applicable Title I schools for addition to the Priority school list will be for the 2016-17 school year, releasing the updated list in summer/fall 2016 and utilizing data from SY 2015-16 and prior school years against the criteria listed below. From there, the CORE districts intend to update the Priority list every three school years. The only exception will be in cases where a district is entering the CORE Waiver for the first time. In such cases,

applicable Title I schools will be considered against the Priority criteria for the year in which they enter the CORE Waiver, and then again when all CORE district schools are considered against the Priority criteria.

PRIORITY SCHOOL DESIGNATION CRITERIA GOING FORWARD

SIG Schools

Going forward, the CORE districts will not automatically identify SIG schools as Priority schools.

Schools in the Bottom Five Percent of Achievement

2015-16 (List Released in Summer/Fall 2015)

(We do not intend to identify any new Priority schools in summer/fall 2015).

2016-17 (List Released in Summer/Fall 2016)

1. Bottom 10 percent on the Index (amongst elementary, middle and high schools, separately and respectively), AND
2. Bottom five percentile ranking in ELA and math for the all students group in the year in question and in the prior school year (amongst elementary, middle and high schools, separately and respectively).

2017-18 (List Released in Summer/Fall 2017) and beyond

1. Bottom 10 percent on the Index (amongst elementary, middle and high schools, separately and respectively), AND
2. Bottom five percentile ranking in ELA and math for the all students group in the year in question (amongst elementary, middle and high schools, separately and respectively), AND
3. Bottom five percentile ranking in ELA and Math for the all students group in two of the last three years (amongst elementary, middle and high schools, separately and respectively).

Low Graduation Schools

1. Bottom 10 percent on the Index (amongst high schools), AND
2. Graduation rate less than 60 percent in the year in question, AND
3. Graduation rate less than 60 percent in two of the last three years.

Similarly, the current mix of academic, social-emotional, and school culture and climate criteria that comprise the School Quality Improvement Goals will be tested over time to ensure that they adequately act as criteria for *measuring* whole school improvement and determining whether schools are progressing adequately and are eligible to exit from Priority status. As currently defined, a 90% rating on the School Quality Improvement Index or four percentage point improvement over four years will constitute meeting these Goals with direct attention the indicators that caused the school to be designated as Priority.

2.D.ii Provide the SEA's **list of Priority schools in Table 2** (please see **Appendix E-9**).

2.D.iii Describe the meaningful interventions aligned with the seven turnaround principles that an LEA with Priority schools will implement.

The School Quality Improvement System is predicated on pairing Reward schools with Priority (and Focus) schools to provide meaningful, pragmatic support for school transformation. This professional development is designed to help the principal of the Priority school rethink components of the school structure, communications, professional development, instructional practices, and family engagement that

are not currently achieving desired outcomes and substitute them with proven strategies that are aligned to best practices – all of which are guided by the seven turnaround principles.

The school pairing process is modeled after other states, cities and countries that have found success by implementing the intervention strategy of partnering schools. Figure 36. provides research regarding the successful pairing efforts that have produced increases in student achievement and school success. Therefore, the participating LEAs believe that matching will provide priority schools with sufficient support to make significant and sustained improvement.

Figure 36. Research Presentation Regarding Other States, Countries and Cities that have Implemented Pairing as a Successful Intervention Strategy

	Kansas Learning Network	OFIP (Canada)	Federation (UK)	QEG (China)
Program Description	• Pairs high- and low-performing schools throughout Kansas	• Places low-performing Ontario schools in supported professional learning communities	• Pairs high- and low-performing schools throughout the United Kingdom	• Places low-performing schools in consortium led by Qibao Secondary School , a high-performing school
Program Results	• KLN districts consistently increased achievement scores on state reading and math assessments at a faster pace than students in non-KLN districts • Between 2006-2011, KLN districts outperformed non-KLN districts in 64% of the achievement comparisons in reading and in 57% of the achievement comparisons in math	• OFIP schools consistently increased achievement scores on provincial reading and math assessments at a faster pace than students in non-OFIP schools • In 2010-2011, OFIP schools outperformed non-OFIP schools in year-over-year improvement by an average of 2.7 percentage points	• The proportion of achievement variance explained between federated and non-federated schools has been shown to increase both with time and cohort • The average proportion of between-school variance explained by federation rose from 11.95, in 2007 to 31.78 in 2010	• All participating schools have demonstrated continuous improvement since becoming members of the QEG • Shanghai students scored highest on the 2009 PISA tests, achieving average scores of 556 in reading, 600 in mathematics, and 575 in science

School collaboration and pairing programs have proven to be effective strategies for improving student outcomes and have also been included in successful state waivers (Iowa, Connecticut, Kentucky). The most successful are multi-year efforts

To ensure thorough and consistent implementation of the seven turnaround principles in all Priority schools, the CORE Board established a precise list of interventions to address each principle. When identifying interventions for reform, Priority Schools must adopt all of the strategies/activities directly identified from the proposed list found in Table 8 for each of the seven turnaround principles.

Table 8. School Quality Improvement System Priority School Interventions Mapped to 7 Turnaround Principles

7 Turnaround Principles	School Quality Improvement System Proposed Interventions
1. Provide Strong Leadership	• LEA must review school leader effectiveness and replace leader if deemed necessary through review before the start of the 2014-15 school year • LEA must develop criteria to hire an instructional leader and provide evidence the new principal: o Has a track record of increasing student growth on standardized test scores as well as overall student growth, as well as in subgroups in the school o Exhibits competencies in the areas of driving for results, problem-solving, and showing confidence to lead o Has a minimum of 3 years' experience as a principal o Has experience supervising implementation of multiple programs at the school level, including but not limited to special education, Title I, and ELL • LEA must also provide evidence that: o There is a program in place that supports the leadership team in their instructional and management skill development o The new principal has been granted sufficient operational flexibility (including staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates o LEA administrator roles have been refined to more directly support and monitor classroom instruction through the development of systems and processes (e.g., observation protocols) for teachers and administrators to analyze and monitor student data and classroom instruction
2. Ensure that teachers are effective and able to improve instruction	• Analyze data and root causes to identify actions, strategies, and interventions pertaining to teachers within the school improvement plan • Develop new job descriptions around critical teaching elements, hiring rubrics and interview protocols to recruit critical teacher skills including knowledge-based competencies and general abilities to school improvement that are specific to all learners including additional knowledge and abilities related to subgroups of students (SWD and ELL) • Provide teacher and administrators with PD related to low-performing area(s) • Develop plan to transfer effective teachers to low performing schools; LEA screens teachers before transferring to the priority school • Implement walk through protocols including teacher support • Participate in professional learning provided by CORE • Have access to an instructional coach to engage teachers in school-based, job-embedded professional learning
3. Redesign the school day, week or year to include additional time for student learning and teacher collaboration	• Create a plan to maximize instructional time in core subjects including English Language Arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography • Explore and capitalize on opportunities outside of the regular student day to enhance student learning; could include after-school, before-school, lunch time , or extended year opportunities • Ensure that extended learning time is available to all students • Evaluate the effectiveness of the extended learning time

4. Strengthen school's instructional program	• Implement curriculum fully aligned to the Common Core Standards • Schedule continuous, data-based curriculum review • Support instruction with pacing guides, curriculum maps and/or sample instructional strategies
5. Use data to inform instruction and for continuous improvement	• Develop and implement a short-term action plan to achieve the goals in the school improvement plan • Develop a leadership team and meet at least monthly to develop and implement short-term action plans and monitor implementation of the school improvement plan • Design local data system , which includes multiple-levels of assessments and informs programmatic/instructional decisions • Facilitate data-driven conversations in learning communities • Train and support teachers' data use through formal & informal PD; Differentiate PD for new teachers
6. Establish a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement	• Develop a sustained and shared philosophy, mission, and vision • Maintain facilities that support a culturally responsive and safe environment • Analyze teacher attendance and develop a plan for improvement, if needed • Analyze student attendance and develop a plan for improvement, if needed • Identify students who are at-risk of not graduating and develop a plan of action for supporting those students • Analyze student discipline referrals and develop a plan for improvement, if needed
7. Providing ongoing mechanisms for family and community engagement	• Develop and implement a plan for student, family and community engagement • Provide evidence of efforts to increase effective parental and community involvement

In addition to the proposed intervention strategies/activities found in Table 8., Priority schools will also engage in the following targeted activities related to each Turnaround Principle:

1. Providing strong leadership by: (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget;

In the first year of designation and as one of their first activities, Priority school teams will conduct a needs assessment, or utilize a recently completed needs assessment. The process may be similar to a School Quality Review[42] or may utilize the needs assessment tools a District is already implementing (e.g., via the Single Plan for Student Achievement process). Priority schools will share their needs assessment with their partner school. Reward school partners may be asked to participate in peer reviews as an additional initial step, but the role of evaluating schools (e.g., in terms of conducting an external needs assessment if appropriate and in terms of monitoring the implementation of school improvement plans) will be the responsibility of the LEA. Needs assessment information collected by the LEA may be used by the LEA to make decisions that may result in replacement of the principal or, if appropriate, endorsement of the

[42] As noted, an SQR is an external, unbiased validation of the school's work and effectiveness. The SQR program is designed to assist districts in developing a clear picture of the quality of education provided in its schools. It provides schools a comprehensive report that outlines their strengths, areas for development, plus challenges and successes, which enable them to identify priorities for improvement, monitor program delivery, and evaluate student learning outcomes. In essence, it is a powerful formative tool used to guide districts and schools as they engage in the cycle of continuous improvement.

principal's leadership and greater operational flexibility to lead the turnaround effort.

Priority schools that are already participating in SIG will continue their plans implementing the turnaround actions that have been initiated through the SIG process for a minimum total of three years. If a school's SIG plan already includes partnering within an education management organization, within a SIG Turnaround Office, or within a similar organization, then that school has the option of partnering within their EMO, SIG Turnaround Office or similar organization, provided that their EMO, SIG Turnaround Office or similar organization structures peer learning with other schools into the intervention approach. SIG schools that are identified as Priority schools are not required to implement interventions for an additional three years on top of the interventions required by the SIG program but rather a total of three years and exit from Priority school status.

2. Ensuring that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; (2) preventing ineffective teachers from transferring to these schools; and (3) providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs;

The CORE Waiver and SQR process will provide the principal with greater control over instructional practices in a Priority school. Additionally, as described in Section 2.C above, assistance from CORE and Participating LEAs' Reward schools will provide teachers with the job-embedded professional development necessary to support them to be more effective educators. If a teacher proves not to be effective, the principal will have greater latitude to take necessary action to remove him/her from the Priority school staff.

3. Redesigning the school day, week, or year to include additional time for student learning and teacher collaboration;

The school principal with staff, LEA, stakeholders and partner Reward school input shall evaluate the existing school schedules to ensure that students are receiving maximum time to fully learn all standards while receiving high quality instruction. If deemed necessary and appropriate, the principal is expected to redesign school time to best meet student needs and increase teacher collaboration to Focus data with the purpose of improving teaching and learning.

4. Strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards. The System also assures that Priority Schools shall simultaneously apply meaningful interventions aligned with the seven turnaround principles;

Since Priority schools will receive substantial professional development and support to use evidence-based instructional programming in order to meet the needs of students and to thereby improve student outcomes, we expect that participating schools will demonstrate significant improvement on their School Quality Improvement Index and will meet their School Quality Improvement Goals. Since CCSS and associated assessments will be rolled out during this time period, LEAs will provide professional development for Priority schools as they navigate this major change in curriculum and instructional practice. Since principal and teacher performance reviews and subsequent personnel decisions will be substantially affected by student academic performance, and since social-emotional and culture-climate factors are drivers of academic performance, greater accountability for student outcomes will be supported at the classroom and building levels.

5. Using data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data;

The CORE Waiver request is fundamentally based on a data-driven system for measuring student outcomes – with a laser-like focus on ensuring that all students graduate from high school college and career ready. The School Quality Improvement Index is based on a thoughtful analysis of a variety of student outcomes – academic, social-emotional and measures of the culture and climate of the school. Not only will the Gardner Center, CORE's external data aggregator (in collaboration with Participating LEAs) gather and analyze quantitative measures of academic achievement and behavior (e.g., attendance), they will also gather mixed methods (quantitative and qualitative) measures of satisfaction and suggestions for improvement from parents, faculty, staff and students.

Common interim assessments will be administered several times each year with consistency across grade levels and subject matter district-wide. These data points will be provided to teachers and principals in a timely manner so that they can be used to drive instructional practice, pacing, and interventions. Teachers will also be provided greater opportunities for collaboration with their peers – with the clear support and guidance of committed instructional leaders to ensure that this time is optimized.

6. Establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs; and

A significant part of the School Quality Improvement Index is based on student social-emotional performance and on the culture and climate of the school. Factors such as attendance, disciplinary actions, and perceptions of safety at school will be meaningful components of the school's metrics for self-evaluation, peer coaching, and exiting Priority status and meeting AYP. These measures will be meaningful elements in the overall accountability framework for all Priority schools.

7. Providing ongoing mechanisms for family and community engagement.

Parents are intimately involved in the needs assessment process at the beginning of the CORE Waiver process for each individual school and in the annual needs assessment process for the entire time that schools are in Priority status. It is recommended that exited Priority schools continue to use a needs assessment process annually to maintain a focus on continuous improvement. The annual needs assessment process will involve families by way of: 1) parent and student perception surveys; 2) transparent achievement and accountability reporting; 3) communication and outreach to inform and engage families in the transition to CCSS and aligned testing, new standards for English learners and overall academic expectations.

Specific Interventions Tailored to School Strengths and Needs

To encourage innovative work, LEAs may implement additional turnaround principle aligned strategies/activities that are above and beyond the ones found in Table 8. However, if an LEA proposes strategies/activities that are substantially different that the approved list in Table 8, the LEAs must request an amendment from the USED via CORE. All intervention strategies/activities must be in alignment with the 7 turnaround principles. CORE will work closely with the USED flex team to determine when proposed strategies require processing through the amendment procedure. The process for amending the list of turnaround principle intervention strategies/actions is described below and graphically represented in Figure 35.

1. The Priority School may submit the proposed strategy/activity to their LEA for consideration of approval,
2. If approved by the LEA, the LEA shall submit a request to the CORE Board via CORE staff who may approve the additional strategy/activity and forward the request to the USED Flex Team in

the form of an amendment request through the USED amendment submissions request process.

3. If the amendment submission request is approved by the USED Flex Team, the additional strategy/activity may be adopted and implemented by the requesting Priority School as well as any other Priority Schools across the School Quality Improvement System network of schools.

CORE Staff will formally amend the School Quality Improvement System Turnaround Principle Interventions list to include the newly approved strategy/activity.

Figure 37. Process for Amending the List of Turnaround Principle Intervention Strategies/Activities

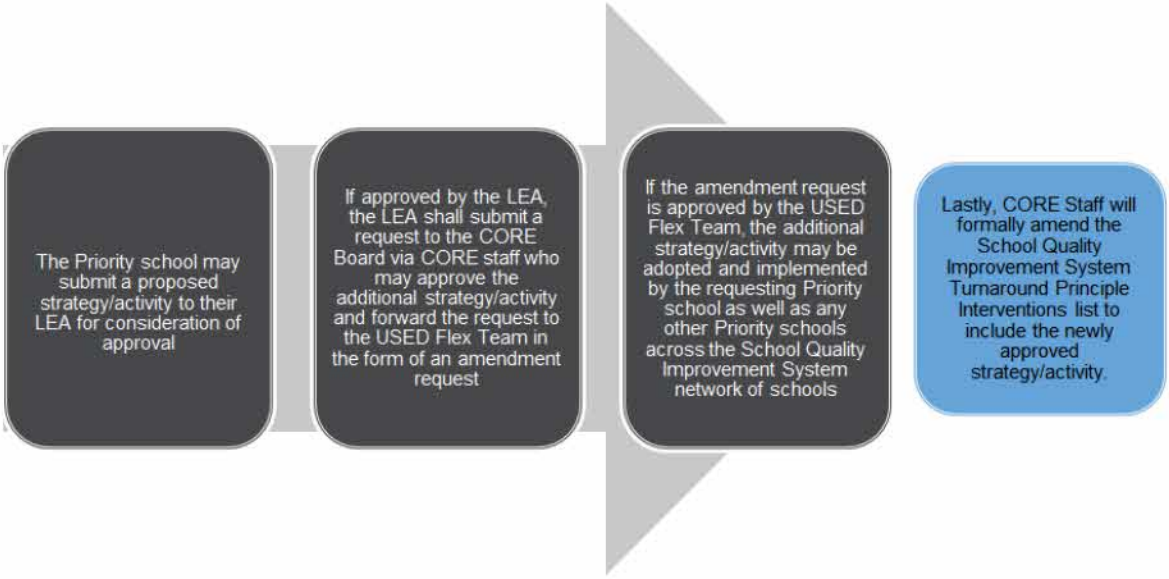
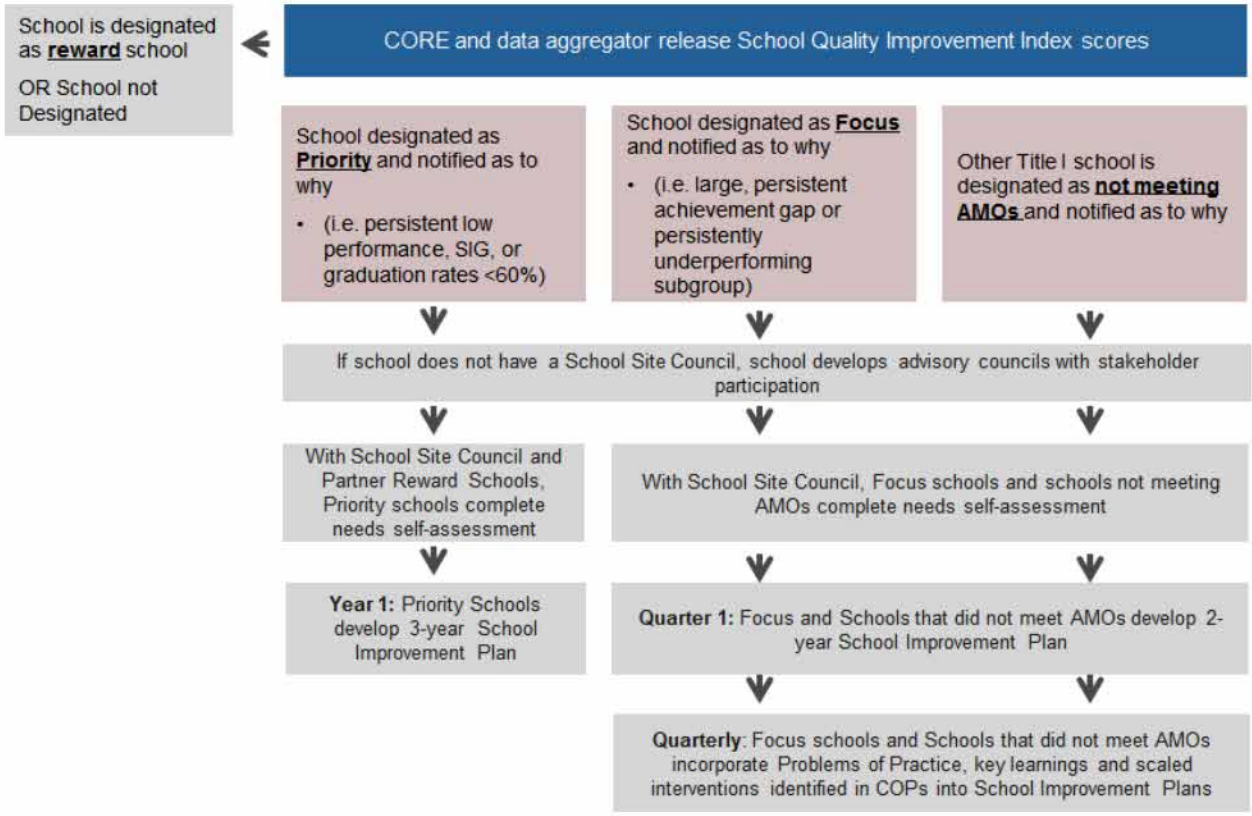


Figure 35 provides a research-based framework for building-level interventions that are tailored to the unique circumstances of Priority, Focus, and "other" Title I schools in Participating LEAs. The Tier 3 (most intensive) options are primarily focused on Priority schools whose School Improvement Plans have not been executed with fidelity or have not been effective over time. Tier 2 (targeted) interventions will be provided for all Priority and Focus schools. Tier 1 (access and support for all) will be available for all Title 1 schools in Participating LEAs.

School Improvement Planning

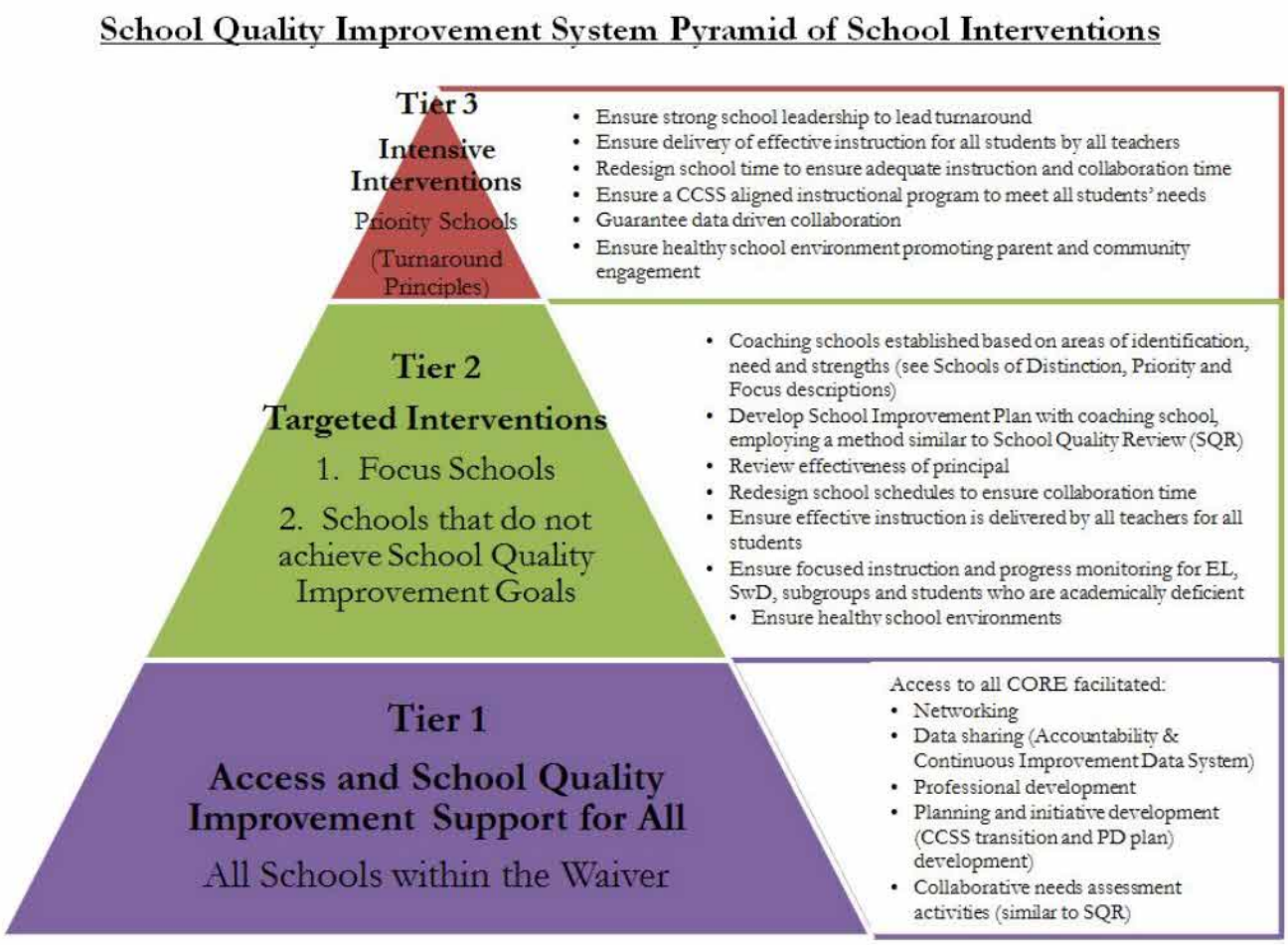
All Title I schools are required to write Single School Plans for Student Achievement. The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application and ESEA Program Improvement into the SPSA. To the extent possible Priority and Focus schools should combine all school improvement planning into the SPSA after engaging in the school improvement planning process depicted in Figure 38.

Figure 38. School Improvement Planning Process



Within the SPSA, Reward, Focus and other Title I schools will clearly articulate the school's annual progress on the School Quality Improvement Index (reflecting the n size of 20), as well as required and aligned interventions to promote continual improvement.

Figure 39. School Quality Improvement System Pyramid of School Interventions



Differentiated Interventions

Additional specific interventions that Priority schools might pursue will be aligned to the system reform drivers identified by Michael Fullan, Ph.D. (fostering intrinsic motivation, continuous improvement, collective team work, and "allness") and aligned to the domains of metrics will guide School Quality Improvement System data collection and reporting (academic achievement, social-emotional measures, and school and district culture and climate). This means focusing on interventions that "situate the energy of educators and students as the central driving force" of change.[43] In all cases, schools that are struggling will be paired with Reward schools so they can observe and collaborate around successful exemplars.

Tier three, intensive interventions will be applied for school needs analysis and planning in the 2013-14 year (first year of designation) and implementation in fall 2014-15 year (second year of designation) for designated Priority schools. Table 8 lays out the approved list of interventions that all Priority schools must apply for three years. The tier two, targeted interventions shall be implemented by all designated Focus schools beginning in the fall semester of the 2013-14 year (or first year of designation). Note that all of

[43] Fullan, M. (2011).

these interventions are designed to be teacher, student, and/or family-driven, synergistic, and designed to impact the entire school community.

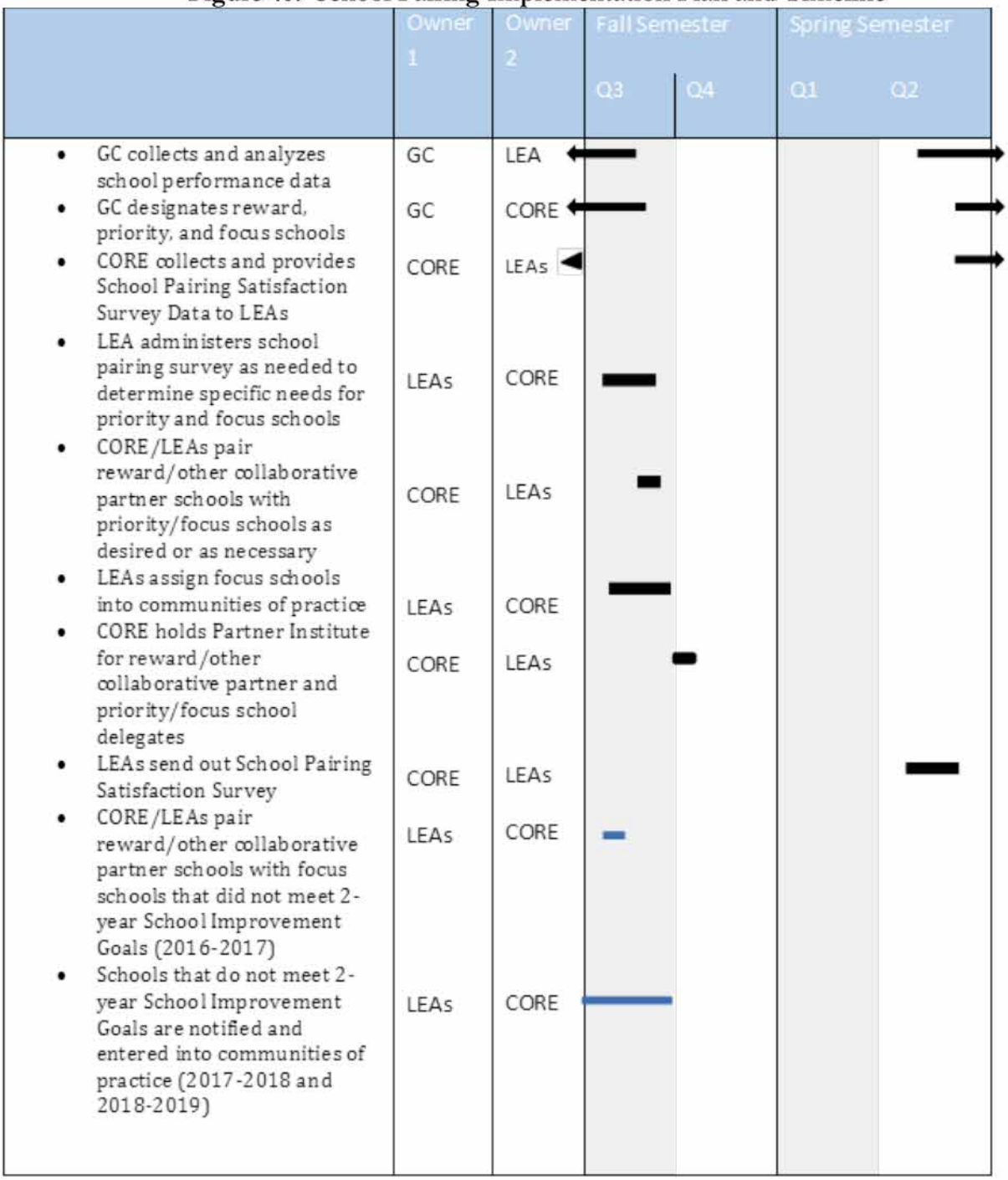
Since the pairing of Reward and Focus and Priority schools is at the heart of the SQIS's process, it is important to note that Reward schools may be provided professional development and have the option to participate in a community of practice network to help Reward teachers and principals identify, name, and share the strategies that have been effective in their schools, while also considering any demographic, contextual, or resource disparities between Reward and Priority schools.. The efficacy of the pairing process and the technical assistance provided will be subjected to thorough and on-going scrutiny – collecting both quantitative (e.g., dosage) and qualitative (e.g., "fit" and relationship development) data that may explain differential outcomes. At a minimum, Reward schools will have intensive contact with their Priority partner school on a monthly basis, and principals will have more frequent contact in person, by phone, and by email to establish a coaching relationship.

Table 9. Categories of Additional Differentiated Analysis Processes and Interventions

Categories of Analysis Processes and Interventions	Description
Needs Assessment	As noted above, a model needs assessment process, which may be similar to School Quality Review, will be used to help Focus and Priority schools work with their partnering schools of distinction to target areas for reform and intervention. The needs assessment should provide schools a comprehensive report outlining strengths, areas for development, plus challenges and successes, which enable staff and coaches to identify priorities for improvement, monitor program delivery, and evaluate student learning outcomes. It is intended to serve as a powerful formative tool to guide schools and districts in the cycle of continuous improvement.
Academic Achievement	Teachers will be engaged in action research and cycles of inquiry to more deeply understand and take focused action on an area of low student achievement. For example, if the school identified a gap in literacy development at the fourth grade level for English learners, the entire staff would collaborate to study how their collective actions have contributed to that gap, identify collective action across grade-levels, study the results, and deepen their practice in response.
Social/ Emotional & School Culture/ Climate	Where there are consistent and/or disproportionate patterns of social/emotional challenges (e.g. rising suspension and expulsions, bullying incidents, lack of safety on campus), principals and teachers will drive a community engagement campaign that leverages parent and student voice and input and builds a sense of community around solving the problem. The solutions will engage all school stakeholders in meaningful and high-impact roles. Schools that demonstrate disproportionate special education identification, or patterns of EL students failing to achieve re-designation, will partner with external entities to study those trends and their underlying causes. A task force of affected administrators, teachers, parents, and students will collaborate to understand and address the issues, through a combination of visits to successful models, literature studies, and action research within the school.

To ensure thorough and consistent implementation of the school pairing intervention strategy and activities that are precise across all participating LEAs schools, CORE has created a clear and articulated plan and timeline for full execution of the program (Figure 40.).

Figure 40. School Pairing Implementation Plan and Timeline



All school paring implementation facilitation will be supported and monitored by CORE School Pairing Program Managers who will oversee and facilitate the partnership between Reward and Priority or Focus schools and centrally support communities of practice within schools. More specifically, key activities will include:

- Finalizing the implementation plan for school pairing and communities of practice
- Annually matching reward and priority schools into pairs using school pairing surveys and school data
- Assigning and supporting focus schools within communities of practice, as well as annually matching reward and priority schools into pairs as needed
- Organizing annual Coaching and Partner Institutes for school delegates of the Reward and Focus or Priority schools, including planning and developing content, confirming expert speakers to deliver PD, and aggregating and acting on feedback from Institute participants
- Supporting school pairings throughout the year, which could include:
  - Helping schools develop their improvement plans
  - Conducting regular check-ins with school pairings to ensure fidelity of implementation

CORE will play a central role in the school matching and pairing process. That role is depicted in Figure 41.

Figure 41. CORE Role in School Matching and Pairing

- Identify reward, priority, and focus schools on an annual basis to be in "pool" of schools to be matched for pairing process
- Administer short questionnaire to schools (as needed) to seek schools' stated strengths and needs for 2013-2014 school year
  - In May of each year, CORE will administer a School Pairing Satisfaction Survey in order to evaluate effectiveness of pairings and re-assign as needed
- Use School Quality Improvement Index score and progress against State AMOs to assess school needs

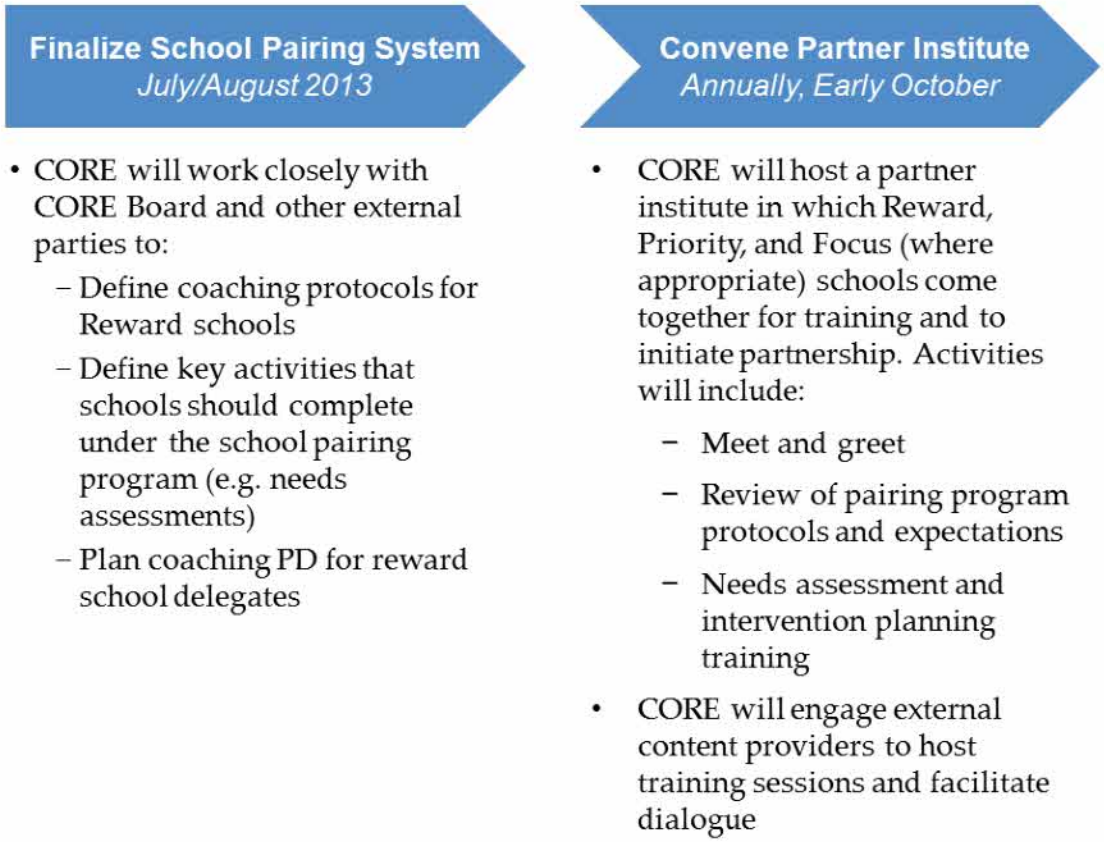
- CORE will pair schools considering the following:
  - Reward or other Collaborative Partner with priority or focus
  - Geographic proximity
  - Areas of strength and need as identified by School Quality Improvement Index Scores
  - Stated areas of need/areas of strength as listed in School Pairing Survey
- If schools are not able to match on a 1:1 basis
  - There may be situations with a 1:2 or 2:1 approach
  - Other high-performing/other high-progress schools that are

- CORE will add full time staff (School Pairing Program Managers) to oversee the partnering process, including matching, creation of material to support district relationship and checking in with schools t ensure their needs are being met
- *(Proposed option)* Post 2013-2014, districts will provide staf on secondment for a 2 year basis to build capacity at CORE and provide professional learning opportunities for district personnel. Feasibility and details to be confirmed with CORE Board

For consistent roll-out and communication of expectations, CORE will facilitate institutes each year for the school matching and pairing process are described as follows and are reflected in Figure 42.

1. Each fall:
    a. Participating LEAs' schools will be designated into for Reward, Priority and Focus status categories based on the previous year's performance on the School Quality Improvement Index
    b. A pairing survey along with data matching for common demographics and geography will analyzed
    c. All newly designated Priority schools will be paired with a Reward school that has similar demographics and is within realistic proximity
    d. CORE staff will facilitate a Partnering School Institute for all paired schools' reform teams for team building; shared learning regarding school reform, designed pairing curriculum, protocols and expectations; and initial planning steps (Early October)
    e. School partners' work together in conjunction with their assigned CORE program manager to implement intervention strategies (Turnaround Principles for Reward schools and targeted interventions for voluntary Focus schools) shared learning and school-wide reform efforts to promote effective classroom instruction and increase student achievement.
    f. School partners' work together in conjunction with their assigned CORE program manager to implement intervention strategies (Turnaround Principles for Reward schools and targeted interventions for voluntary Focus schools) shared learning and school-wide reform efforts to promote effective classroom instruction and increase student achievement.

Figure 42. School Pairing Institutes



At least annually, (April/May) all partnering schools (Reward, Priority and opt-in Focus schools) will be asked to participate in a formal survey (to be developed by March of 2013 and reviewed annually) related to their experiences and learning as a result of the partnership work. These survey data will be aggregated and analyzed by CORE staff for presentation back to the partnering schools by Program Managers for reflection and action to improve the partnering relationship if necessary. The data will also be presented to the CORE Board for information and reflection on pairing as an intervention strategy.

2.D.iv Provide the timeline the SEA will use to ensure that its LEAs that have one or more Priority schools implement meaningful interventions aligned with the turnaround principles in each Priority school no later than the 2014–2015 school year and provide a justification for the SEA's choice of timeline.

Process of Implementing the CORE Waiver

Figures 28 and 29 found earlier, provide a detailed timeline for implementation of the School Quality Improvement System as the participating LEAs roll out the accountability framework and support systems for the Reward, Focus, and Priority schools – as well as (less formally) for the 75% "other" Title I schools that do not fit into any of these categories. This timeline provides a projected scope beginning in 2013-14 and ending in 2018-19 as cohorts of schools exit from Priority and Focus status and new schools are accepted into the intervention process. The timeline also identifies the process that will be employed to bridge accountability for results from the current testing process that primarily emphasizes high stakes standardized testing in ELA and math to a more robust system of accountability that utilizes CSS and an aligned testing mechanism, social-emotional factors, and measures of school climate and culture. Since our proposed accountability system must show change over time across all domains, we have identified how new baselines will be established and when comparative data will be available that is based on the new system of accountability.

The timeline also makes it clear that the School Quality Improvement Index will be subjected to careful scrutiny to ensure that measures are properly weighted as a part of the system of accountability. For example, in the social-emotional domain, we will be assigning weights to absenteeism, suspension/expulsion rates, and social-emotional skills, and devising measurement systems for all of these factors. Distribution of weight among social-emotional and school culture/climate factors will be determined through piloting and system development during the 2013-14 school year. (See figures 22, 23 and 24 for graphic representation of the School Quality Improvement System implementation timelines)

The School Quality Improvement Index is an integral part of our intervention process and is aligned to the seven turnaround principles. Districts and schools will be provided a composite score on a scale of 1 to 100, but they will also be provided the underlying data for each element which allows for a more granular response to the needs of students and their schools and allows teachers to build on the strengths of their current efforts.

2.D.v Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement exits Priority status and a justification for the criteria selected.

As outlined in Figure 33 below, schools shall move out of Priority status by demonstrating successful and continued achievement beyond the "performing criteria" for a minimum of two consecutive years, reduce the number of non- proficient students by 25% and raise their graduation rate to at least 60% or grow by 10% points. Schools that exit Priority status must continue to implement turnaround principles for a total of three years following designation.

Figure 43. Exit Criteria for Priority Schools

Requirements to Exit:	Priority Schools
Proficiency	• School has reduced the number of non- proficient students by 25% in the "all students" group – Baseline is calculated using the year of data during which a school is designated – This target will be recalibrated when SBAC/PARCC assessments are introduced in 2014-15 SY to ensure that exit criteria is ambitious but achievable under the new standards
+ Graduation	**AND for high schools identified as Priority Schools with a persistent graduation rate of <60%** • Graduation rate must reach at least 60% OR • Graduation rate must grow by 10 percentage points • Schools will be held to the goal that requires the greatest amount of growth in graduation rate – Baseline is calculated using the year of data during which a school is designated – The 10 percentage point mark represents the growth in graduation rates that are one half of a standard deviation above the participating schools annual average increase between 2010 and 2012 – We believe that this is an ambitious but achievable goal since 6 of the 13 schools identified as having a whole school graduation rate less than 60% in 2010, are on track to achieve this growth by 2013
+ AMOs	**AND (Beginning in 2014-15, the first year of SBAC and baseline year for School Quality Improvement Goal)** • Schools must meet their School Quality Improvement Goal of improving 2 points in 2 years, and if time of exit is at or after year 4, met their School Quality Improvement Goal of improving 4 points in 4 years or reaching 90 points on their School Quality Improvement Index

The school must be on track to successfully implement all interventions (with the desired impacts) as outlined in its School Improvement Plan (SIP). The school will continue to implement all turnaround principles and any incomplete elements of the SIP even if they exit intervention, unless the SIP is revised and approved at that time.

Priority schools that exit and maintain improved performance may be given the opportunity to act as a peer reviewer for other Priority schools. CORE and the Participating LEAs believe that this opportunity, thoughtfully implemented, can be extremely powerful and effective. It makes use of school leaders and teachers who have done "the work" of reforming an underperforming school. And it is likely that these schools may be demographically similar to new Priority schools – therefore, making the reforms more transferable and relevant to schools entering the process. We are aware that this type of pairing could be premature, might dilute human resources at the recently exited Priority schools and thereby erode the progress still underway. For this reason, such an assignment would be carefully reviewed by the superintendent(s) involved and the CORE team.

Priority schools must make significant progress across all academic dimensions and meet their School Quality Index Goal before exiting priority status

Priority School

Intervention first steps

- Schools and parents will be notified as to the reason for priority designation
- Priority schools will be paired with highest-performing reward schools for ongoing coaching and collaboration
- Priority schools will undergo a year-long needs assessment and planning process that includes both self-evaluation and peer-review with their partner reward school
- Districts will ensure timely implementation of the 7 turnaround principles

Requirements to exit

- **School has reduced the number of non-proficient students by 25% in the "all students" group**
  - Baseline is calculated using the year of data during which a school is designated
  - This target will be recalibrated when SBAC/PARCC assessments are introduced in 2014-15 SY to ensure that exit criteria is ambitious but achievable under the new standards

For Schools Entering Priority or Focus Status due to <60% Graduation Rate

- Graduation rate must reach at least 60% OR
- Graduation rate must grow by 10 percentage points
- Schools will be held to the goal that requires the greatest amount of growth in graduation rate
  - Baseline is calculated using the year of data during which a school is designated
  - The 10 percentage point mark represents the growth in graduation rates that are one half of a standard deviation above the participating schools annual average increase between 2010 and 2012
  - We believe that this is an ambitious but achievable goal since 6 of the 13 schools identified as having a whole school graduation rate less than 60% in 2010, are on track to achieve this growth by 2013

(Beginning in 2014-15, the first year of SBAC and baseline year for School Quality Improvement Goal)

- Schools must meet their School Quality Improvement Goal of improving 2 points in 2 years, and if time of exit is at or after year 4, met their School Quality Improvement Goal of improving 4 points in 4 years or reaching 90 points on their School Quality Improvement Index

After exiting status

- The 7 turnaround principles will be implemented for 3 years following designation, regardless of whether or not a school has met exit criteria
- Districts must continue to monitor and publically report these schools' performance following exit from status
- Schools that exit status and maintain improved performance will be given the opportunity to act in a peer reviewer capacity for other priority schools

Schools that do not make adequate progress on their School Quality Improvement Goals

Priority schools that do not demonstrate adequate progress (either by reaching 90 points or meeting 4-year goals) will be required to engage in more intensive interventions, up to and including conversion to charter or closure. Table 10 below outlines the options available to ensure that schools do not languish in Priority status for a number of years. The year one interventions focus primarily on evidence-based practices that are designed to improve school leadership, instructional practices, as well as parental engagement and school choice. In year two, progressive development will include: structural changes to the school day, teacher evaluation informing professional development, and assurance that at least 85% of school staff are rated as effective. In years three and four, the LEA will have the option to convert underperforming schools to charters or close the school.

Table 9. Preventing Low Performing Schools From Languishing for Numerous Years

Describe the steps participating districts/CORE will take to ensure meaningful consequences for Priority/Focus Schools that do not make progress after full implementation of interventions				
	Y1	**Y2**	**Y3**	**Y4**
Schools that are in year 4 or 5 of Program Improvement, and are listed as Priority Schools due to sustained low performance (in the bottom 5% of schools based on proficiency)	In addition to partnering with a reward mentor school, these schools will immediately: • Ensure effective leadership is in place • Give the principal increased flexibility in the areas of staffing, scheduling, curriculum • Increase use of student data to inform instruction • Increase mechanisms for parent engagement • Schools will be publically listed as priority, and parents will be given the option to transfer	Y1 interventions, and: • Review principal and teachers; staff to 85% efficiency • Utilize teacher evaluation system to employ targeted, required professional development • Redesign school day to provide additional learning and teacher collaboration time	Y1 and Y2 interventions and • If a school does not show progress after Year 5 and 2 years of implementation of 7 turnaround principles, the district will have the option to convert the school to charter or school closure	• If a school does not show progress after Years 4 & 5 and implementation of 7 turnaround principles, the district will have the option to convert the school to charter or school closure
School progress will be monitored by districts, CORE, and through the peer review process twice annually				

2.E Focus Schools

2.E.i Describe the SEA's methodology for identifying a number of low-performing schools equal to at least 10 percent of the State's Title I schools as "Focus schools." If the SEA's methodology is not based on the definition of Focus schools in *ESEA Flexibility* (but instead, e.g., based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department's "Demonstrating that an SEA's Lists of Schools meet ESEA Flexibility Definitions" guidance.

While a general methodology and set of criteria are being proposed to identify Participating LEA Focus schools, as with the growth model and School Quality Improvement Goals, all criteria will be deeply examined and refined for tight alignment with the transitional accountability model and changing state assessments. The initial methodology presented for determining the annual list of CORE District Focus schools is as follows:

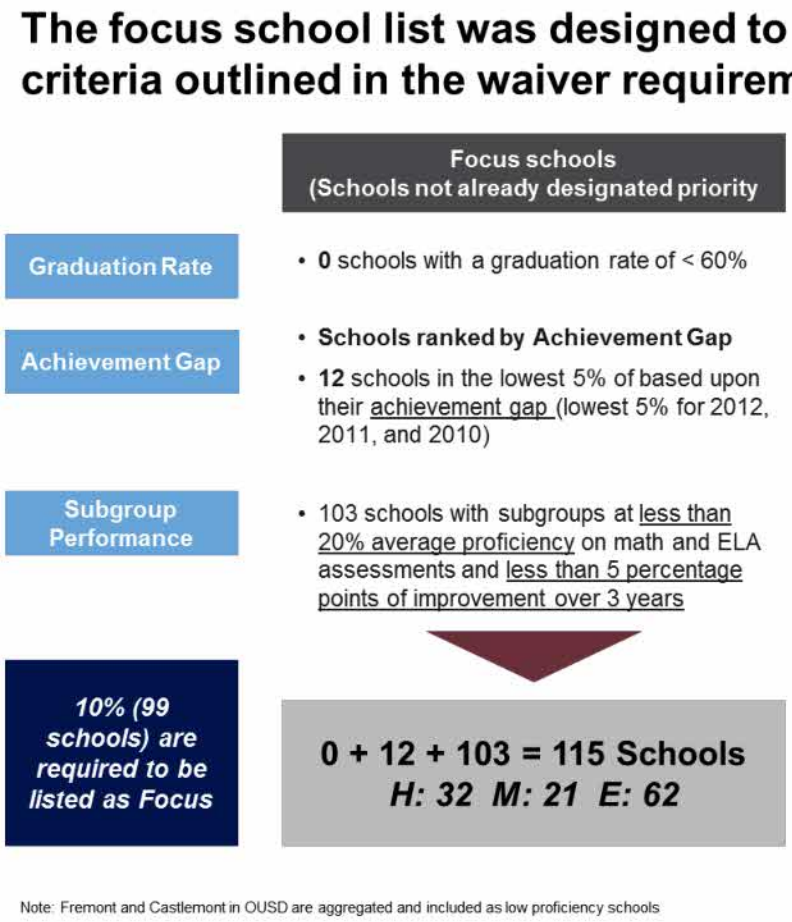
CORE Participating LEAs identified Focus schools for 2013-14 based on the agreed upon thresholds with an emphasis on eliminating disparity, disproportionality, and ultimately achievement gaps. See Figure 44 below for the process used to make this designation. CORE Participating LEAs identified 12 schools in the lowest 5% of Participating LEA's Title I schools for the 2010, 2011 and 2012 school years based on the magnitude of their achievement gaps. An additional 103 schools were been identified with subgroups with less than 20% average proficiency on math and ELA assessments and less than five percentage points of improvement over three years. Since all high schools with graduation rates below 60% have been assigned to the Priority school cohort, no schools have been assigned to Focus status for this reason. The total number of identified Focus schools is 115 which constitutes 12% of the Participating LEAs' Title I schools. Participating LEAs committed to report to CORE and to the public their lists of Focus schools which in total will represent at least 10% of all Participating LEAs Title 1 schools on an annual basis.

As noted above, this listing of Focus schools explicitly excludes all: credit recovery programs, independent study schools, schools for students with severe disabilities, schools for expelled students, and early childhood education programs.

The CORE definition of Priority and Focus schools are mutually exclusive. Therefore, there is no overlap between these two categories of schools.

Similarly, the School Quality Improvement System requires that all Title I high schools with a graduation rate of less than 60% will be classified as Priority schools and thus cannot be assigned to Focus school status.

Figure 44. Focus School List Criteria



Note: Fremont and Castlemont in OUSD are aggregated and included as low proficiency schools

In general, it was not the intention of the CORE districts to update the Focus school list for SY 2014-15. That said, for new schools that joined the waiver for SY 2014-15 (e.g., schools that were not previously Title I or schools that had insufficient data to be reviewed in the initial set of designations), we considered addition to Focus List under the following conditions:

- Graduation: Graduation rate of <60%
- Achievement Gap: Lowest 5% based upon their achievement gap (lowest 5% for 2013, 2012, and 2011
- Subgroup Performance: Less 20% average proficiency on math and ELA assessments in 2013 and less than 5 percentage points of improvement over 3 years (between 2011 and 2013)

Going forward, the next time the CORE districts intend to consider all applicable Title I schools for

addition to the Focus school list will be for the 2016-17 school year, releasing the updated list in summer/fall 2016 and utilizing data from SY 2015-16 and prior school years against the criteria listed below. From there, the CORE districts intend to update the Focus list every three school years. The only exception will be in cases where a district is entering the CORE Waiver for the first time. In such cases, applicable Title I schools will be considered against the Focus criteria for the year in which they enter the CORE Waiver, and then again when all CORE district schools are considered against the Priority criteria.

FOCUS SCHOOL DESIGNATION CRITERIA GOING FORWARD

Low Achieving Subgroup

2015-16 (List Released in Summer/Fall 2015)
(We do not intend to identify any additional Focus schools in summer/fall 2015).

2016-17 (List Released in Summer/Fall 2016) and beyond
1. Not a Priority school, AND
2. Bottom 10% on the Index (amongst elementary, middle and high schools, separately and respectively), AND
3. Level 1 in subgroup performance on ELA, Math or Graduation during the year in question; AND
4. Lack of progress for any of the subgroup(s)/metric(s) in question (e.g., for any ELA, math or graduation result where performance is Level 1, performance in the current year is the same as or worse than the prior year).

Within School Gaps

Lowest 5% based upon their achievement gap for each of three most recent school years (where performance data are available). (Note that this is the same criteria that was used in prior years).

Low Graduation

2015-16 (List Released in Summer/Fall 2015) and beyond

1. Graduation rate less than 60% in the year in question, AND
2. Graduation rate less than 60% in two of the last three years.

2.E.ii Provide the SEA's list of Focus schools in Table 2 (please see Attachment E.9).

2.E.iii Describe the process and timeline the SEA will use to ensure that each LEA that has one or more Focus schools will identify the specific needs of the LEA's Focus schools and their students. Provide examples of and justifications for the interventions Focus schools will be required to implement to improve the performance of students who are the furthest behind.

CORE Participating LEAs posit that the best experience-based reform experts come from within successful schools. Those experts are teachers and principals who have demonstrated successful reform,

achievement, and/or growth over time. Therefore, teacher and principal teams from Reward schools will be trained to serve as reform coaches to team with Focus school site teams. Based on a Response to Intervention model, the Focus school intervention options will be applied based on individual school need, again embracing the notion that all schools receive tier one treatment as the CORE network of support with Focus schools engaging in tiers two and three delivered by trained coaching teams from School Quality Improvement System Reward schools. These options will include a significant and structured locally driven community engagement process to inform the local School Board's decisions based on the seven turnaround principles.

1. **Supports & Interventions** that address effective teaching, needs assessment, school improvement planning, and include corrective action requirements as in current policy.
2. **CORE-defined peer-reviewed process** for Participating LEA-initiated plans to improve Priority and/or Focus schools.
3. **Restart under LEA operation** or under alternative charter management –the chartering/management entity must have proven track record for student achievement and a district-approved plan for school design and operation that meets rigorous district approval criteria.
4. **School Closure**

With reference to the interventions required to support performance improvement in Focus schools, please refer to Table 7 above where these interventions are spelled out for both Priority and Focus schools. Primary differences between Focus and Priority schools are that Focus schools immediately implement interventions aligned to the components causing the school to be designated as a Focus school. Focus schools are required, as one of their first activities, to conduct a needs assessment, or utilize a recently completed needs assessment. The process may be similar to a School Quality Review or may utilize the needs assessment tools a District is already implementing (e.g., via the Single Plan for Student Achievement process). Focus schools will share relevant portions of their needs assessment within their CoPs, and/or with their paired school.

Steps of Focus School Interventions

Upon designation as a focus school, schools will be provided with data analysis from Gardner Center, highlighting reasons for designation as a focus school, as well as subgroup-specific indicators in other Academic, Social-Emotional, and Culture/Climate domains, and data on school and subgroup progress against State AMOs, to create a holistic understanding of student, subgroup and school performance.

Required interventions for focus schools include:

1. Similar to the Georgia model, focus schools will use the data provided by the Gardner Center, in addition to consultation with school advisory groups, to undergo a self-review and needs assessment to inform the creation of a 2-year plan
    a. Schools in California have advisory groups, such as School Site Councils, that include teachers, parents, and other key stakeholders. If a school does not have such a group, the school would be required to form one as part of this waiver effort
2. Beginning in Fall 2013, and every fall thereafter upon designation, Focus schools will be required to join communities of practice focused on improving performance in the subgroups in which low achievement led to the designation as a Focus school
    a. Focus schools will address the reason that they have been identified as a Focus school. Schools' problem(s) of practice will derive from their needs assessment, which will include a deeper analysis of several data points (quantitative and qualitative). The Communities of Practice may be organized based upon a variety of factors, including, but not limited to the reason a school was identified as focus, similarity in problem(s) of practice, similarity in the

interventions being used to address problem(s) of practice, geography, and/or similarities in school population.

b. Communities of practice plan, do, study, act cycles will occur quarterly with each Focus school participating in at least three full cycles annually (while designated as Focus schools). And, each Focus school will participate in at least one full COP cycle in the first semester of the first year of designation. (i.e. every school designated as Focus for the first time in the fall of 2013-14 will participate in at least one full COP cycle within the first semester of the that school year.)
c. Schools will remain in relevant communities of practice until exiting Focus status, but will have the option of appealing to CORE (or a CORE-appointed committee) to join another community of practice if the school feels theirs is ineffective
d. Schools will have the option of continued participation after exiting status

3. If a school does not exit focus status within two years, the school will, at the start of the third year, be required to partner with a reward school that has demonstrated success in raising achievement in the subgroups that led to the designation as a focus school. For Focus schools identified in the first year of implementing the CORE Waiver (SY 2013-14), there will be a one year extension to this escalation requirement while CORE districts assess the appropriateness of this escalation concept after a review of the Community of Practice and Pairing Program work date. A determination as to whether to proceed with this escalation approach will be made during SY 2015-16 with an amended request, if appropriate (e.g., to make the Pairing escalation requirement optional). Instead, Focus schools in their third year of Focus implementation will experience escalated intervention and support in the form of targeted support to utilize the School Quality Improvement Index measures within their Communities of Practice during SY 2015-16.
    a. Focus schools will have the option of partnering with reward schools in Years1 and 2 of designation, starting in Fall 2013
    b. If not enough schools are designated as reward,, CORE will identify others that have performed well in the focus schools' area(s) of relative weakness
4. If after 4 years, a Focus School has not exited Focus status, the following district-managed turnaround principles are required (similar to interventions applied in the approved Alabama waiver application):
    a. The school will lose the autonomy to select and implement interventions to address the learning needs of students
    b. Changes in leaders and teachers may be made
    c. A district facilitator may be assigned to diagnose and support improvement among the effective subgroups and will ensure that the school improvement plan is carried out to fidelity
    d. The District may intervene in the daily operations of the school

Throughout the intervention timeline, districts will aggregate and report out comments and feedback from Focus schools on specific interventions, teaching methodologies, and/or trainings that worked well, and those that did not. This data will be aggregated and best practices shared among CORE districts.

Communities of Practice

The term Community of Practice (COP) was first coined by Lave and Wenger (1991) to describe a theoretical perspective that attributes all learning to engagement in the activities of common groups of people or communities. Wenger (1998) further defined the theory as it related to COPs that involved shared goals and mutual accountability referencing COPs as a stored repertoire of discourse and action, asserting that, "communities of practice can be thought of as shared histories of learning". As of late, Wenger (2002) has documented examples of COPs being successfully used in leading organizations across a wide range of industries. Examples include Microsoft, Procter & Gamble, federal agencies, Proctor and Gamble, US military branches, non-profits, school organizations and citizen groups. COPs provide

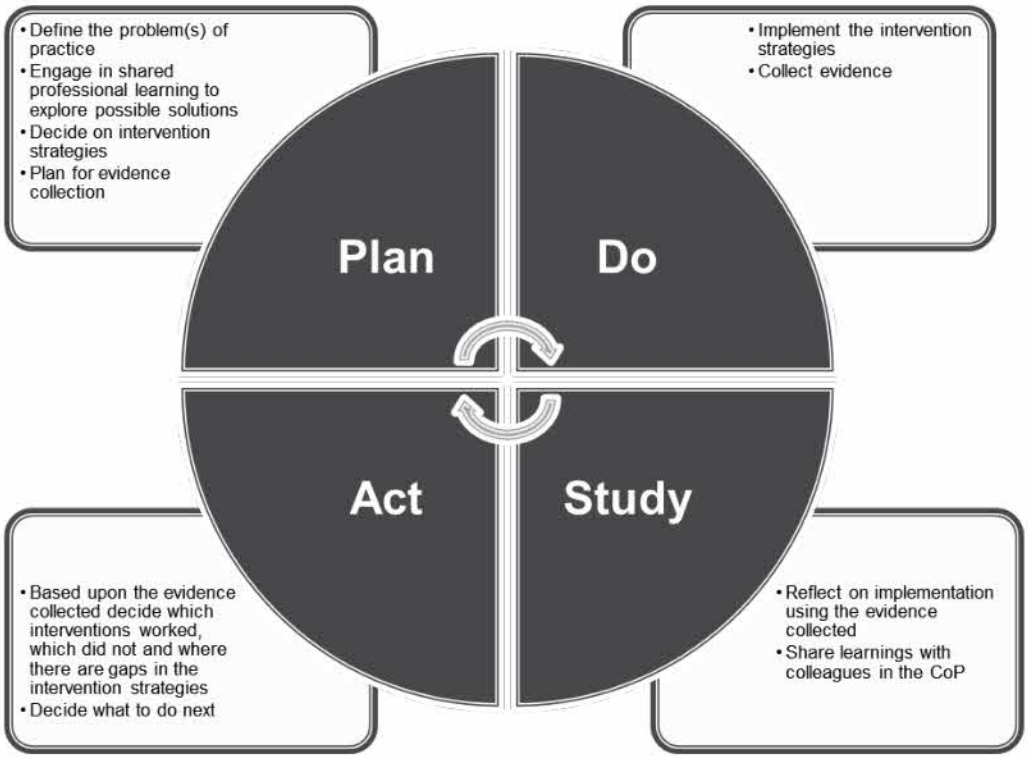
practical ways to manage knowledge. Based on the research and theories of Lave, Wenger, et al., As a vehicle for developing strategic capabilities, the following characteristics helped to solidify the decision of the CORE LEAs to use COPs as a research based method to collaboratively engage schools and LEAs to implement reform strategies for changing practice, improving student learning and enhancing school and LEA culture. :

- Communities of practice enable practitioners to take collective responsibility for managing the knowledge they need, recognizing that, given the proper structure, they are in the best position to do this.
- Communities among practitioners create a direct link between learning and performance, because the same people participate in communities of practice and in teams and business units.
- Practitioners can address the tacit and dynamic aspects of knowledge creation and sharing, as well as the more explicit aspects.
- Communities are not limited by formal structures: they create connections among people across organizational and geographic boundaries.

Focus schools, and all other Title I schools that do not meet their annual School Quality Improvement Index goals, will be required to participate in quarterly plan/do/study/act cycles, facilitated by CORE and/or participating LEAs. COPs may occur within or across districts. That said, CORE districts are committed to inter-district learning. Every year there will be at least one inter-district COP focusing on one topic, where select schools and districts will participate. This inter-district COP will take place virtually and/or in person.

As described above, schools' problem(s) of practice will derive from their needs assessment, which will include a deeper analysis of several data points (quantitative and qualitative). The Communities of Practice may be organized based upon a variety of factors, including, but not limited to the reason a school was identified as focus, similarity in problems of practices, similarity in the interventions being used to address problem(s) of practice, geography, and/or similarities in school population. Following each COP gathering, all schools will be responsible for reporting key learnings and feedback gathered to their School Site Councils (as defined by CA Ed Code and documented in the Single School Plan for Student Achievement, which is annual approved by LEA superintendent and school board). Schools will then work in partnership with their School Site or Advisory Councils to review and revise improvement plans as necessary, and implement reform strategies for the remainder of the quarter before returning back to the larger COP with data to determine effectiveness and scalability. A full COP cycle will occur each quarter and a minimum of three cycles will occur each school year. Every Focus school will have completed at least one COP cycle by the end of the first semester of each school year. At the end of each school year, LEAs will be responsible for reviewing Focus school performance on the School Quality Improvement Index to ensure that COPs are resulting in improved student outcomes. The COP Feedback Loop will serve as a continuous cycle to drill deeply into the POPs for full implementation and reform ultimately resulting in increased student learning and achievement. Figure 45. reflects the Plan, Do, Study, Act (PDSA) Feedback loop design for COPS.

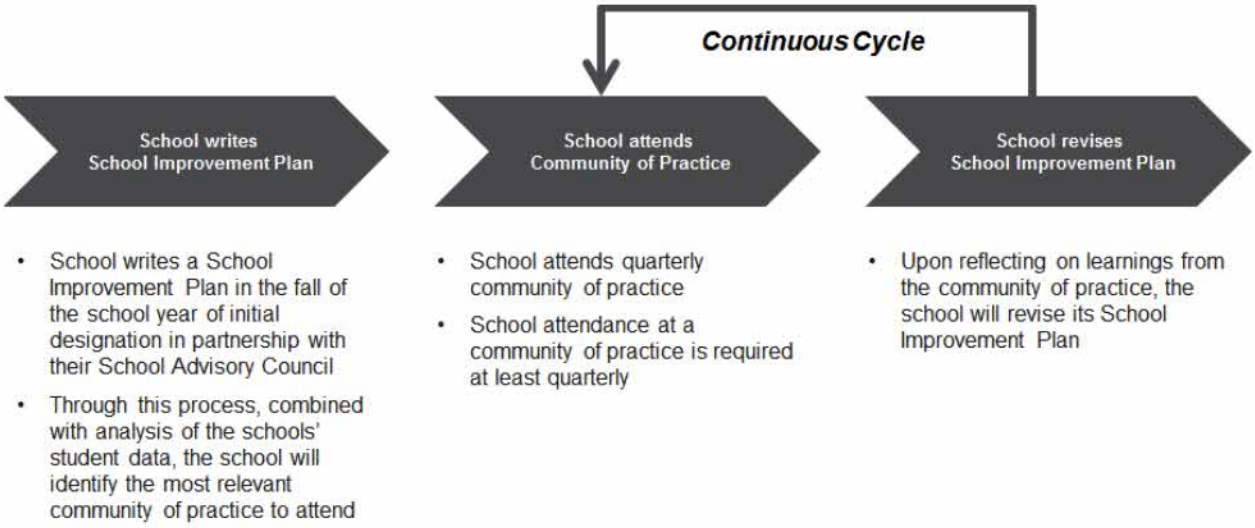
Figure 45. Community of Practice PDSA Feedback Loop



Schools that participate in COPs will cycle through the feedback loop on at least a quarterly basis. Some COPs may choose to engage in more expedited loops dependent upon the POPs.

Focus schools will be expected to link the interventions, shared learning and data analysis into their School Improvement plans by incorporating the POPs into the original development and key learnings and including scaled interventions as modification to the School Improvement Plans. Figure 46 depicts the minimum quarterly cycle of the COPs and how the intervention process links to each Focus school's School Improvement Plan.

Figure 46. Community of Practice Intervention Cycle



Focus schools may choose to participate in a school pairing in lieu of participating in a Community of Practice. All Priority schools need to be paired before offering pairing opportunities to Focus schools. Both the LEA and the Reward school need to support the pairing. Since the pairing of Reward and Focus and Priority schools is at the heart of the SQIS's process, it is important to note that Reward schools may be provided professional development and have the option to participate in a community of practice network to help Reward teachers and principals identify, name, and share the strategies that have been effective in their schools, while also considering any demographic, contextual, or resource disparities between Reward and Priority schools. The efficacy of the pairing process and the technical assistance provided will be subjected to thorough and on-going scrutiny – collecting both quantitative (e.g., dosage) and qualitative (e.g., "fit" and relationship development) data that may explain differential outcomes. If a Focus school is paired with a Reward school, they will have contact with each other at least monthly either in person, or via telephone. Principals will also contact each other on a monthly basis in person, by internet meeting, by phone and/or via email, in order to establish and maintain a productive relationship. Given the intensive nature of the pairing experience, Focus schools that participate in School Pairing may elect not to join a Community of Practice as well. School pairing will service as the primary support for Focus schools in such cases.

Since Focus schools are especially challenged by poor performance and performance disparities among specific subgroups (e.g., English learners, students with disabilities, and under-represented minority groups), the focus of pairing and subsequent intervention will be on schools and strategies that have been particularly effective at eliminating these disparities.

The CORE Board has developed a high quality plan to promote a culture of high expectations and rapid academic growth for all students, but especially spotlight the issue of traditionally underperforming subgroups. With respect to subgroups the plan includes the following:

- Phase I: Beginning in 2011-12 the Participating LEAs initiated professional development opportunities through cross-LEA collaboration sessions and a Summer Assessment Design Institute. During 2012-13, Participating LEAs began to develop CCSS-aligned instructional plans, English Language Development standards, and CORE-developed performance tasks. In August 2013, Participating LEAs will participate in a Summer Symposium Focused on aligning the CCSS

ELA standards to the new CA ELD standards and designing the best instructional delivery plans to guarantee accelerated academic language development and high levels of learning and achievement.

- Phase II: In 2012-13 the Participating LEAs began to set ELD standards aligned learning targets and developed instructional plans with special Focus on EL students and EL benchmarks and achievement indicators. This work is ongoing and will need to be resourced to support implementation. In 2012-13 Participating LEAs have also provided their staff professional development that supports scaffolding instructional plans to support students with disabilities and other traditionally low-achieving subgroups. Schools and teachers are expected to:
    1. Provide clear and articulated supports and designated services to meet the unique needs of Students with Disabilities
    2. Ensure that Individualized Educational Plans include goals that are linked to each student's grade level expectations aligned to the CCSS
- Phase III: At the start of 2013-14 all participating LEAs will fully implement CCSS in ELA and math for all students. They will also be documenting standards and associated instructional tools and pedagogical shifts that align with CCSS. This effort will require released time for staff, professional development related to the CCSS and serving the needs of all students along with the potential purchase of resources. This is a major change in instructional practice and metrics in which the Participating LEAs will be taking the vanguard, thereby providing substantive advance work that can be disseminated to new Participating LEAs over time. In 2014-15, Participating LEAs will begin to administer SBAC in ELA and math for all students (with exception of the most cognitively delayed students).

2.E.iv Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement and narrowing achievement gaps exits Focus status and a justification for the criteria selected.

Schools shall move out of Focus status by demonstrating successful and continued reduction of achievement gaps for a minimum of two consecutive years. Specifically:

As outlined in Figure 45 below, schools shall move out of Focus status by demonstrating successful and continued achievement at or beyond the "performing criteria" for a minimum of two consecutive years, reduce the number of non- proficient student in the focus subgroup(s) by 25% and achieve a graduation rate of at least 60% or raise the graduation rate by 10 percentage points.

Figure 47. Focus Schools Exit Criteria

Requirements to Exit:	Focus Schools
Proficiency	• School has reduced the number of non- proficient students by 25% in the focus subgroup(s) – Baseline is calculated using the year of data during which a school is designated – This target will be recalibrated when SBAC/PARCC assessments are introduced in 2014-15 SY to ensure that exit criteria is ambitious but achievable under the new standards
+ Graduation	**For high schools identified as Focus Schools with a persistent graduation rate of <60% (none currently and n/a given CORE's definition of Priority)** • Graduation rate must reach at least 60% OR • Graduation rate must grow by 10 percentage points • Schools will be held to the goal that requires the greatest amount of growth in graduation rate – Baseline is calculated using the year of data during which a school is designated – The 10 percentage point mark represents the growth in graduation rates that are one half of a standard deviation above the participating schools annual average increase between 2010 and 2012 – We believe that this is an ambitious but achievable goal since 6 of the 13 schools identified as having a whole school graduation rate less than 60% in 2010, are on track to achieve this growth by 2013
+ AMOs	**AND (Beginning in 2014-15, the first year of SBAC and baseline year for School Quality Improvement Goal)** • Schools must meet their School Quality Improvement Goal of improving 2 points in 2 years, and if time of exit is at or after year 4, met their School Quality Improvement Goal of improving 4 points in 4 years or reaching 90 points on their School Quality Improvement Index

The school must be on track to successfully implement all interventions (with the desired impacts) as outlined in its School Improvement Plan (SIP). The school will continue to implement any incomplete elements of the SIP even if they exit intervention, unless the SIP is revised and approved at that time.

Following focus status exit, schools must continue to monitor, maintain improved performance and publically report on subgroup performance.

Focus Schools must make significant progress toward closing large within-school achievement gaps and/or improving performance of their lowest performing subgroup, and meet their school Quality Improvement Goal, before exiting focus school status.

Focus Schools Interventions and Exit Criteria

Intervention first steps

- Schools will be will be provided data analysis from Gardner Center, highlighting reasons for designation
- Focus schools will complete needs self-assessment and work with school advisory councils (which will include key stakeholders) to develop 2-year improvement plan
- Beginning in Fall 2013, and every Fall there after, focus schools will join appropriate communities of practice, which will convene at least quarterly to address specific needs
  - Schools will stay in the same communities of practice until exiting Focus status, but will have the option of appealing to CORE to join another community of practice if the school feels theirs is ineffective
- In years 1 & 2 of designation, focus schools will have the option to pair with peer reward schools that have demonstrated excellence in closing achievement gaps, or in improving results for traditionally underserved subgroups to assist in developing improvement plan

Intervention subsequent steps, if necessary

- If a focus school has not exited status by the end of Year 2, the school will be required to partner with a reward school at the start of Year 3
  - If not enough schools are designated as reward, CORE will identify others that have performed well in the focus schools' area(s) of relative weakness
- If a focus school has not exited status by the end of Year 4, the following district-managed turnaround principles are required (from the Alabama waiver):
  - The school will lose the autonomy to select and implement interventions to address the learning needs of students
  - Changes in leaders and teachers may be made
  - A district facilitator may be assigned to diagnose and support improvement among the effective subgroups and will ensure that the school improvement plan is carried out to fidelity
  - The District may intervene in the daily operations of the school

Requirements to exit

- **School has reduced the number of non-proficient students by 25% in the focus subgroup(s)**
  - Baseline is calculated using the year of data during which a school is designated
  - This target will be recalibrated when SBAC/PARCC assessments are introduced in 2014-15 SY to ensure that exit criteria is ambitious but achievable under the new standards

For high schools identified as Focus Schools with a persistent graduation rate of <60% (none currently and n/a given CORE's definition of Priority)

- Graduation rate must reach at least 60% OR
- Graduation rate must grow by 10 percentage points
- Schools will be held to the goal that requires the greatest amount of growth in graduation rate
  - Baseline is calculated using the year of data during which a school is designated
  - The 10 percentage point mark represents the growth in graduation rates that are one half of a standard deviation above the participating schools annual average increase between 2010 and 2012
  - We believe that this is an ambitious but achievable goal since 6 of the 13 schools identified as having a whole school graduation rate less than 60% in 2010, are on track to achieve this growth by 2013

(Beginning in 2014-15, the first year of SBAC and baseline year for School Quality Improvement Goal)

- Schools must meet their School Quality Improvement Goal of improving 2 points in 2 years, and if time of exit is at or after year 4, met their School Quality Improvement Goal of improving 4 points in 4 years or reaching 90 points on their School Quality Improvement Index

After exiting status

- Schools must continue to monitor and publically report these groups' performance following exit from status
- Schools that exit status and maintain improved performance will be given the opportunity to act in a peer reviewer capacity for other focus schools

Focus schools that exit and maintain improved performance may be given the opportunity to act as a peer reviewer for other Focus schools. CORE and the Participating LEAs believe that this opportunity, thoughtfully implemented, can be extremely powerful and effective. It makes use of school leaders and teachers who have done "the work" of reforming an underperforming school. And it is likely that these schools may be demographically similar to new Priority schools – therefore, making the reforms more transferable and relevant to schools entering the process. We are aware that this type of pairing could be premature, might dilute human resources at the recently exited Priority schools and thereby erode the progress still underway. For this reason, such an assignment would be carefully reviewed by the superintendent(s) involved and the CORE team.

Schools that do not make adequate progress on their School Quality Improvement Goals

Focus schools that do not demonstrate adequate progress (either by reaching 90 points or meeting their 2-year or 4-year goals) will be required by their LEA to engage in more intensive interventions, up to and including conversion to charter or closure.

The rationale for using school pairing as an intervention approach is explained above under priority school rationale. Other aspects of the intervention strategy are also explained. However, Focus schools are uniquely charged with reducing performance disparities which may require greater granularity in the reform process to ensure that all student groups are progressing and teachers and principals have the resources necessary to achieve their School Improvement Plans. As a result, every effort will be made to pair reward schools that have significant, comparable and prospering subgroups to those of the focus school.

Table 10: Reward, Priority, and Focus Schools

Provide the SEA's list of Reward, Priority, and Focus schools using the Table 2 template. Use the key to indicate the criteria used to identify a school as a Reward, Priority, or Focus school.

TABLE 10: REWARD, PRIORITY, AND FOCUS SCHOOLS (Appendix E-9)
Total # of Title I schools in the Participating LEAs (State): _910[44]___

LEA Name	**School Name**	**School NCES ID #**	**Reward School**	**Priority School**	**Part of SY 2013-14 Priority List** (47 schools)	**Focus School**	**Part of SY 2013-14 Focus List** (100 schools)
Fresno Unified	Ahwahnee Middle	061455001704				G: Low Achieving Subgroup	(newly identified)
Fresno Unified	Ann B. Leavenworth	061455003019				G: Low Achieving Subgroup	Yes
Fresno Unified	Calwa Elementary	061455001713				G: Low Achieving Subgroup	Yes
Fresno Unified	Columbia Elementary	061455001716				G: Low Achieving Subgroup	Yes
Fresno Unified	Cooper Middle	061455001717	B: High-progress school				
Fresno Unified	Deborah A. Williams Elementary	061455011895				G: Low Achieving Subgroup	Yes

[44] 970 schools were included in the originally approached request. Out of those schools, 60 were from Sacramento City Unfied School District, which is no longer part of the CORE Waiver, leaving 910 from the originally approved request.

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Fresno Unified	Edison High	061455001723				F: Within-School Gap	(newly identified)
Fresno Unified	Elizabeth Terronez Middle	061455004484				G: Low Achieving Subgroup	(newly identified)
Fresno Unified	Fort Miller Middle	061455001731				G: Low Achieving Subgroup	(newly identified)
Fresno Unified	Heaton Elementary	061455001735				G: Low Achieving Subgroup	Yes
Fresno Unified	Holland Elementary	061455001738	B: High-progress school				
Fresno Unified	Homan Elementary	061455001739				G: Low Achieving Subgroup	Yes
Fresno Unified	Jackson Elementary	061455001741				G: Low Achieving Subgroup	Yes
Fresno Unified	King Elementary	061455001743				G: Low Achieving Subgroup	Yes

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Fresno Unified	Kings Canyon Middle	061455001744	B: High-progress school				
Fresno Unified	Lawless Elementary	061455007720				G: Low Achieving Subgroup	Yes
Fresno Unified	McLane High	061455001754				G: Low Achieving Subgroup	(newly identified)
Fresno Unified	Norseman Elementary	061455001756				G: Low Achieving Subgroup	Yes
Fresno Unified	Roosevelt High	061455001762				G: Low Achieving Subgroup	(newly identified)
Fresno Unified	Scandinavian Middle	061455001764				G: Low Achieving Subgroup	(newly identified)
Fresno Unified	Sequoia Middle	061455001765		C: Lowest 5%	(newly identified)		
Fresno Unified	Slater Elementary	061455001767				G: Low Achieving Subgroup	Yes

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Fresno Unified	Sunnyside High	061455007963				G: Low Achieving Subgroup	(newly identified)
Fresno Unified	Susan B. Anthony Elementary	061455003007				G: Low Achieving Subgroup	Yes
Fresno Unified	Tehipite Middle	061455001770	B: High-progress school				
Fresno Unified	Tioga Middle	061455001773	B: High-progress school				
Fresno Unified	Turner Elementary	061455001774				G: Low Achieving Subgroup	Yes
Fresno Unified	Vang Pao Elementary	061455012411	B: High-progress school				
Fresno Unified	Wawona Middle	061455001777				G: Low Achieving Subgroup	(newly identified)
Fresno Unified	Webster Elementary	061455001778	B: High-progress school	E: SIG (exit priority)	Yes		
Fresno Unified	Winchell Elementary	061455001780				G: Low Achieving Subgroup	Yes

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Fresno Unified	Yosemite Middle	061455001783		E: SIG	Yes		
Long Beach Unified	Burcham K-8	062250002703				G: Low Achieving Subgroup	Yes
Long Beach Unified	Franklin Classical Middle	062250002713	B: High-progress school				
Long Beach Unified	Harte Elementary	062250002720				G: Low Achieving Subgroup	Yes
Long Beach Unified	Jefferson Leadership Academies	062250002727	B: High-progress school			G: Low Achieving Subgroup	Yes
Long Beach Unified	Lindbergh Middle	062250002736	B: High-progress school				
Los Angeles Unified	Academy of Environmental & Social Policy	062271012733				G: Low Achieving Subgroup	(newly identified)
Los Angeles Unified	Albion Street Elementary	062271002803	B: High-progress school				
Los Angeles Unified	Alexander Hamilton Senior High	062271003064				F: Within-School Gap	Yes

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Los Angeles Unified	Alexandria Avenue Elementary	062271002805				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Alta California Elementary	062271012806				G: Low Achieving Subgroup	(newly identified)
Los Angeles Unified	Ann Street Elementary	062271002817	B: High-progress school				
Los Angeles Unified	Arleta High	062271011652				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Arroyo Seco Museum Science	062271008888	A: Highest-performing school				
Los Angeles Unified	Barack Obama Global Preparation Academy	062271012771		C: Lowest 5%	(newly identified)		
Los Angeles Unified	Bell Senior High	062271002844				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Belmont Senior High	062271007751		E: SIG	Yes		

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Los Angeles Unified	Benjamin Franklin Senior High	062271003021				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Bret Harte Preparatory Middle	062271003073		C: Lowest 5%	Yes		
Los Angeles Unified	Bridge Street Elementary	062271002864				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Broad Avenue Elementary	062271002865	B: High-progress school				
Los Angeles Unified	Bushnell Way Elementary	062271002877				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Carson-Gore Academy of Enviornmental Stu	062271012721				G: Low Achieving Subgroup	(newly identified)
Los Angeles Unified	Castelar Street Elementary	062271002903	A: Highest-performing school			G: Low Achieving Subgroup (focus exit)	Yes

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Los Angeles Unified	Charles Drew Middle	062271002966		E: SIG	Yes		
Los Angeles Unified	Chatsworth Senior High	062271002916				G: Low Achieving Subgroup	(newly identified)
Los Angeles Unified	Chester W. Nimitz Middle	062271003216				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Cimarron Avenue Elementary	062271002920	B: High-progress school				
Los Angeles Unified	City Terrace Elementary	062271002921	B: High-progress school				
Los Angeles Unified	Coliseum Street Elementary	062271002930				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Columbus Avenue	062271010527				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Crenshaw Senior High	062271002941		E: SIG	Yes		

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Los Angeles Unified	David Starr Jordan Senior High	062271003109		C: Lowest 5%. D: Grad rate <60%.	Yes		
Los Angeles Unified	Delevan Drive Elementary	062271002954	A: Highest-performing school				
Los Angeles Unified	Dolores Huerta Elementary	062271012688	B: High-progress school				
Los Angeles Unified	Dominguez Elementary	062271002963	B: High-progress school				
Los Angeles Unified	Downtown Business High	062271007757	A: Highest-performing school				
Los Angeles Unified	Dr. James Edward Jones Primary Center	062271012223	B: High-progress school				
Los Angeles Unified	East Los Angeles Performing Arts Academy	062271012787				G: Low Achieving Subgroup	(newly identified)

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Los Angeles Unified	East Los Angeles Renaissance Academy at	062271012657				G: Low Achieving Subgroup	(newly identified)
Los Angeles Unified	East Valley Senior High	062271011651		E: SIG	Yes		
Los Angeles Unified	Edwin Markham Middle	062271003168	B: High-progress school	E: SIG	Yes		
Los Angeles Unified	Ellen Ochoa Learning Center	062271008510				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Engineering and Technology Academy at Es	062271012819				G: Low Achieving Subgroup	(newly identified)
Los Angeles Unified	Ernest Lawrence Middle	062271003128				F: Within-School Gap	Yes
Los Angeles Unified	Esperanza Elementary	062271000451				G: Low Achieving Subgroup	Yes

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Los Angeles Unified	Euclid Avenue Elementary	062271002993				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Fairfax Senior High	062271002998				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Fifty-Ninth Street Elementary	062271003004				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Florence Avenue Elementary	062271003013	B: High-progress school				
Los Angeles Unified	Florence Griffith Joyner Elementary	062271003244		E: SIG	Yes		
Los Angeles Unified	Gardena Senior High	062271003034		E: SIG	Yes		
Los Angeles Unified	Garza (Carmen Lomas) Primary Center	062271010873	A: Highest-performing school				
Los Angeles Unified	Gaspar De Portola Middle	062271003289				G: Low Achieving Subgroup	(newly identified)

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Los Angeles Unified	George K. Porter Middle	062271003287				F: Within-School Gap	Yes
Los Angeles Unified	George Washington Carver Middle	062271002902		E: SIG	Yes		
Los Angeles Unified	George Washington Preparatory High	062271003444		E: SIG	Yes		
Los Angeles Unified	Glen Alta Elementary	062271003044				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Graham Elementary	062271003048				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Grover Cleveland High	062271002923				F: Within-School Gap	Yes
Los Angeles Unified	Harbor Teacher Preparation Academy	062271010844	A: Highest-performing school				
Los Angeles Unified	Hart Street Elementary	062271003072				G: Low Achieving Subgroup	Yes

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Los Angeles Unified	Henry T. Gage Middle	062271003030		E: SIG	Yes		
Los Angeles Unified	Hillcrest Drive Elementary	062271003084	B: High-progress school	E: SIG	Yes		
Los Angeles Unified	Hollenbeck Middle	062271003087		C: Lowest 5%	Yes		
Los Angeles Unified	Hollywood Senior High	062271003088				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Horace Mann Junior High	062271003162		C: Lowest 5%	Yes		
Los Angeles Unified	Humanitas Academy of Art and Technology	062271012711				G: Low Achieving Subgroup	(newly identified)
Los Angeles Unified	James A. Garfield Senior High	062271003037				G: Low Achieving Subgroup	Yes
Los Angeles Unified	James Monroe High	062271003193				G: Low Achieving Subgroup	Yes

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Los Angeles Unified	John Adams Middle	062271002800				G: Low Achieving Subgroup	Yes
Los Angeles Unified	John C. Fremont Senior High	062271003023		C: Lowest 5% D: Grad rate <60%	Yes		
Los Angeles Unified	John Marshall Senior High	062271003171				G: Low Achieving Subgroup	Yes
Los Angeles Unified	John Muir Middle	062271003204		E: SIG	Yes		
Los Angeles Unified	Johnnie Cochran, Jr., Middle	062271003202		C: Lowest 5%	Yes		
Los Angeles Unified	Kester Avenue Elementary	062271003115	A: Highest-performing school				
Los Angeles Unified	King/Drew Medical Magnet High	062271009150	A: Highest-performing school				
Los Angeles Unified	Kingsley Elementary	062271010885				G: Low Achieving Subgroup (focus exit)	Yes

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Los Angeles Unified	Latona Avenue Elementary	062271003126				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Lexington Avenue Primary Center	062271011619	B: High-progress school				
Los Angeles Unified	Lillian Street Elementary	062271003137				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Limerick Avenue Elementary	062271003138				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Los Angeles Teachers Preparatory Academy	062271012335		C: Lowest 5%	Yes		
Los Angeles Unified	Magnolia Avenue Elementary	062271003157	B: High-progress school			G: Low Achieving Subgroup (focus exit)	Yes
Los Angeles Unified	Manhattan Place Elementary	062271003161	B: High-progress school				

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Los Angeles Unified	Manual Arts Senior High	062271003163		E: SIG.	Yes		
Los Angeles Unified	Mary McLeod Bethune Middle	062271002856				G: Low Achieving Subgroup	Yes.
Los Angeles Unified	Math, Science, & Technology Magnet Acade	062271012791	A: Highest-performing school				
Los Angeles Unified	Mayall Street Elementary	062271003174	A: Highest-performing school				
Los Angeles Unified	Mayberry Street Elementary	062271003175				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Maywood Academy High	062271010889		E: SIG.	Yes		
Los Angeles Unified	McKinley Avenue Elementary	062271003177				G: Low Achieving Subgroup	Yes

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Los Angeles Unified	Meyler Street Elementary	062271003182				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Mid-City's Prescott School of Enriched S	062271002823	B: High-progress school				
Los Angeles Unified	Miramonte Elementary	062271003188				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Mountain View Elementary	062271003199	A: Highest-performing school				
Los Angeles Unified	Nathaniel Narbonne Senior High	062271003209				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Nevin Avenue Elementary	062271003212	B: High-progress school				
Los Angeles Unified	Nora Sterry Elementary	062271003371	B: High-progress school				

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Los Angeles Unified	North Hollywood Senior High	062271003230				F: Within-School Gap	Yes
Los Angeles Unified	One Hundred Ninth Street Elementary	062271003243				G: Low Achieving Subgroup	Yes
Los Angeles Unified	One Hundred Twelfth Street Elementary	062271003250				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Orchard Academies 2B	062271012825				G: Low Achieving Subgroup	(newly identified)
Los Angeles Unified	Orchard Academies 2C	062271012779	B: High-progress school				
Los Angeles Unified	Pacoima Middle	062271003263				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Palms Elementary	062271003266	B: High-progress school				
Los Angeles Unified	Panorama City Elementary	062271010884				G: Low Achieving Subgroup	Yes

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Los Angeles Unified	Playa del Rey Elementary	062271003283	B: High-progress school				
Los Angeles Unified	Quincy Jones Elementary	062271012667	B: High-progress school				
Los Angeles Unified	Ralph Waldo Emerson Middle	062271002987				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Rio Vista Elementary	062271003309	B: High-progress school				
Los Angeles Unified	Robert Hill Lane Elementary	062271003122	B: High-progress school				
Los Angeles Unified	Robert Louis Stevenson Middle	062271003372		E: SIG	Yes		
Los Angeles Unified	Rudecinda Sepulveda Dodson Middle	062271002960				F: Within-School Gap	Yes
Los Angeles Unified	Samuel Gompers Middle	062271003047		E: SIG	Yes		

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Los Angeles Unified	San Fernando Senior High	062271003325				G: Low Achieving Subgroup	Yes
Los Angeles Unified	San Jose Street Elementary	062271003328	B: High-progress school				
Los Angeles Unified	San Pedro Senior High	062271003330				G: Low Achieving Subgroup	Yes
Los Angeles Unified	School for the Visual Arts and Humanities	062271012370				G: Low Achieving Subgroup	Yes
Los Angeles Unified	School of Communications, New Media and	062271003315				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Selma Avenue Elementary	062271003339	B: High-progress school				
Los Angeles Unified	Sharp Avenue Elementary	062271003347	B: High-progress school				

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Los Angeles Unified	Sixty-Eighth Street Elementary	062271003357				G: Low Achieving Subgroup	Yes
Los Angeles Unified	South East High	062271010888		E: SIG	Yes		
Los Angeles Unified	South Gate Middle	062271003363				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Southeast Middle	062271010860				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Stoner Avenue Elementary	062271003375	B: High-progress school				
Los Angeles Unified	Sun Valley High	062271012520				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Sun Valley Middle	062271003378				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Susan Miller Dorsey Senior High	062271002965				G: Low Achieving Subgroup	Yes

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Los Angeles Unified	Sylmar Senior High	062271003385				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Tarzana Elementary	062271003390				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Thirty-Second Street USC Performing Arts	062271003395	B: High-progress school				
Los Angeles Unified	Thomas Jefferson Senior High	062271003106		E: SIG	Yes		
Los Angeles Unified	Twenty-Fourth Street Elementary	062271003410				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Ulysses S. Grant Senior High	062271003052				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Union Avenue Elementary	062271003412				G: Low Achieving Subgroup	Yes

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Los Angeles Unified	Utah Street Elementary	062271003414				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Valerio Street Elementary	062271003415				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Valley Alternative Magnet	062271003416	B: High-progress school				
Los Angeles Unified	Van Nuys Senior High	062271003424				F: Within-School Gap	Yes
Los Angeles Unified	Vanalden Avenue Elementary	062271003425	B: High-progress school				
Los Angeles Unified	Venice Senior High	062271003429				F: Within-School Gap	Yes
Los Angeles Unified	Virginia Road Elementary	062271003440				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Washington Irving Middle	062271003102				G: Low Achieving Subgroup	Yes

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Los Angeles Unified	West Adams Preparatory High	062271012114				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Westminster Avenue Elementary	062271003457	B: High-progress school				
Los Angeles Unified	William Jefferson Clinton Middle	062271011649		E: SIG	Yes		
Los Angeles Unified	Woodcrest Elementary	062271003471		C: Lowest 5%	Yes		
Los Angeles Unified	Woodland Hills Academy	062271003271				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Woodrow Wilson Senior High	062271003466				G: Low Achieving Subgroup	Yes
Oakland Unified	Alliance Academy	062805012027		E: SIG	Yes		
Oakland Unified	Bret Harte Middle	062805004242				G: Low Achieving Subgroup	Yes
Oakland Unified	Castlemont High	062805012992		C: Lowest 5%	Yes		

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Oakland Unified	East Oakland Pride Elementary	062805012059				G: Low Achieving Subgroup	Yes
Oakland Unified	Elmhurst Community Prep	062805011961		E: SIG	Yes		
Oakland Unified	Fremont High	062805013062		C: Lowest 5%	Yes		
Oakland Unified	Frick Middle	062805004263				G: Low Achieving Subgroup	Yes
Oakland Unified	Fruitvale Elementary	062805004264				G: Low Achieving Subgroup	Yes
Oakland Unified	Lafayette Elementary	062805004285				G: Low Achieving Subgroup	Yes
Oakland Unified	McClymonds High	062805011555				G: Low Achieving Subgroup	Yes
Oakland Unified	Oakland High	062805004304				G: Low Achieving Subgroup	Yes

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Oakland Unified	Oakland International High	062805012049		C: Lowest 5%	(newly identified)		
Oakland Unified	Parker Elementary	062805004306	A: Highest-performing school				
Oakland Unified	Reach Academy	062805011556		C: Lowest 5%	Yes		
Oakland Unified	ROOTS International Academy	062805011907		E: SIG	Yes		
Oakland Unified	United for Success Academy	062805011909		E: SIG	Yes		
Oakland Unified	West Oakland Middle	062805012048		C: Lowest 5%	Yes		
San Francisco Unified	Bryant Elementary	063441005592		E: SIG	Yes		
San Francisco Unified	Buena Vista/ Horace Mann K-8	063441005626		E: SIG (exit priority)	Yes		

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
San Francisco Unified	Carver (George Washington) Elementary	063441005616		E: SIG	Yes		
San Francisco Unified	Chavez (Cesar) Elementary	063441005623		E: SIG	Yes		
San Francisco Unified	Chin (John Yehall) Elementary	063441005369	A: Highest-performing school B: High-progress school				
San Francisco Unified	Cleveland Elementary	063441005597	B: High-progress school				
San Francisco Unified	El Dorado Elementary	063441005605				G: Low Achieving Subgroup	Yes
San Francisco Unified	Everett Middle	063441007842	B: High-progress school	E: SIG (exit priority)	Yes		
San Francisco Unified	Fairmount Elementary	063441005607	B: High-progress school				
San Francisco Unified	Francisco Middle	063441005610				G: Low Achieving Subgroup	Yes

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
San Francisco Unified	Hillcrest Elementary	063441005625				G: Low Achieving Subgroup	Yes
San Francisco Unified	Hoover (Herbert) Middle	063441005624				G: Low Achieving Subgroup	(newly identified)
San Francisco Unified	King Jr. (Martin Luther) Academic Middle	063441005655				G: Low Achieving Subgroup	Yes
San Francisco Unified	Lau (Gordon J.) Elementary	063441005599	A: Highest-performing school				
San Francisco Unified	Longfellow Elementary	063441005641				G: Low Achieving Subgroup	Yes
San Francisco Unified	Mission Education Center	063441005649		C: Lowest 5%	(newly identified)		
San Francisco Unified	Muir (John) Elementary	063441005633		E: SIG	Yes		
San Francisco Unified	Parks (Rosa) Elementary	063441005658	B: High-progress school				

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
San Francisco Unified	Revere (Paul) Elementary	063441005654	B: High-progress school	E: SIG (exit priority)	Yes		
San Francisco Unified	Sutro Elementary	063441005674	A: Highest-performing school				
San Francisco Unified	Tenderloin Community	063441007732				G: Low Achieving Subgroup	Yes
San Francisco Unified	Visitacion Valley Middle	063441005678				G: Low Achieving Subgroup	Yes
Sanger Unified	Centerville Elementary	063525005968	A: Highest-performing school				
Sanger Unified	Jefferson Elementary	063525005972	A: Highest-performing school B: High-progress school				
Sanger Unified	Lincoln Elementary	063525005975	B: High-progress school				
Santa Ana Unified	Adams Elementary	063531005981	B: High-progress school				

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Santa Ana Unified	Middle College High	063531007197	A: Highest-performing school				
Santa Ana Unified	Walker Elementary	063531002346	B: High-progress school				
Santa Ana Unified	Willard Intermediate	063531006013		C: Lowest 5%	Yes		

Key

Reward School Criteria: (67 Designated)

A. Highest-performing school (18 Schools)

B. High-progress school (51 Schools)

Priority School Criteria: (46 Required, 47 Designated in 2013-14,[45] 4 newly identified)

C. Among the lowest five percent of Title I schools across participating districts based on the proficiency and lack of progress of the "all students" group - as demonstrated by

a. 2013-14 Designations: being in the lowest 5% across participating districts for 2012, 2011; lowest 10% for 2010 (13 Schools, including 2 with graduation rates less than 60% over 3 years)

b. 2014-15 Additions: being in the lowest 5% across participating districts for 2013, 2012; lowest 10% for 2011 (4 Schools)

D. Title I-participating high school with graduation rates less than 60% over 3 years (2 Schools, both of which qualify for a C designation)

E. Tier I or Tier II SIG school implementing a school intervention model (34 Schools with 4 meeting exit criteria)

Focus School Criteria: (91 Required, 100 Designated in 2013-14, 20 newly identified)

F. Has the largest within-school gaps between the highest-achieving subgroup(s) and the lowest-achieving subgroup(s) or, at the high school level, has the largest within-school gaps in the graduation rate – as demonstrated by

a. 2013-14 Designations: being the 5% in terms of achievement gap width for 2012, 2011, and 2010 (8 Schools)

b. 2014-15 Additions: being the 5% in terms of achievement gap width for 2013, 2012, and 2011 (1 School)

G. Has a subgroup or subgroups with low achievement or, at the high school level, a low graduation rate – as defined by

a. 2013-14 Designations: subgroups at less than 20% average proficiency on math and ELA assessments and less than 5 percentage points of improvement over 3 years from 2010 to 2012 (92 schools with 3 meeting exit criteria)

b. 2014-15 Additions: subgroups at less than 20% average proficiency on math and ELA assessments and less than 5 percentage points of improvement over 3 years from 2011 to 2013 (19 schools)

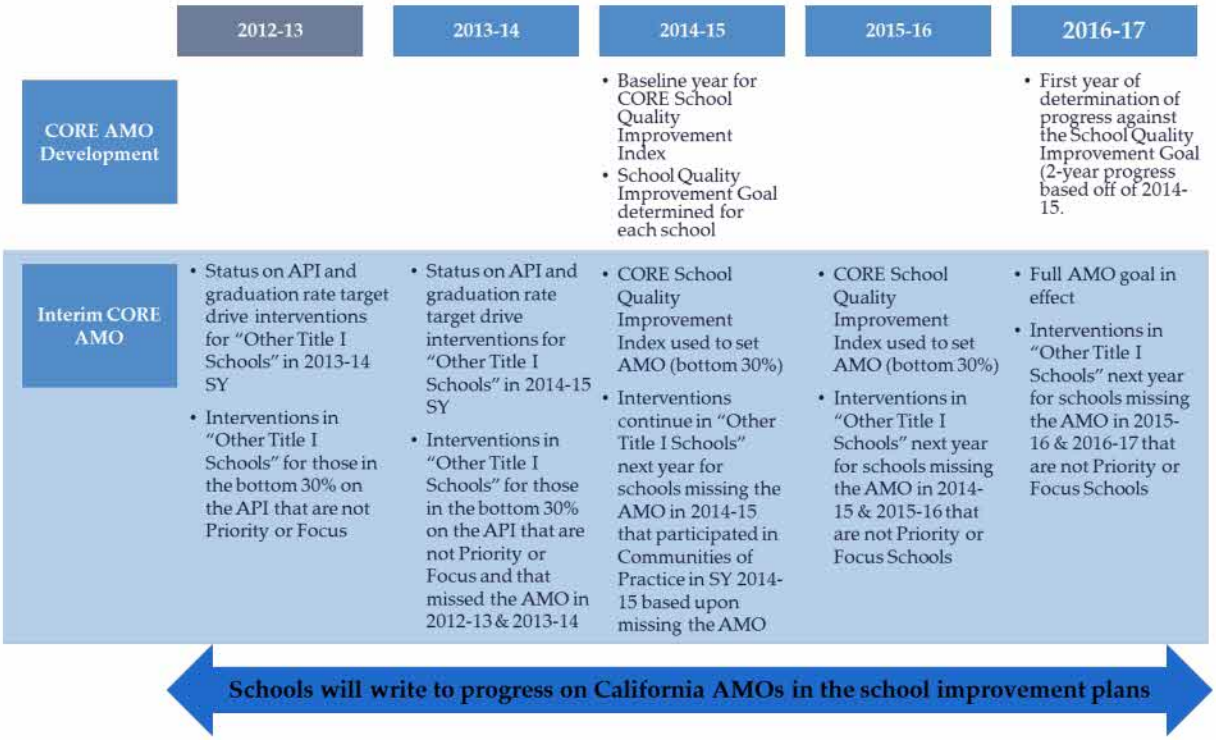
[45] One Priority school identified in SY 2013-14 closed and is not included in this count. Four schools exited Priority and are included in the count of 47 schools.

2.F Provide Incentives and Supports for other Title I Schools

2.F Describe how the SEA's differentiated recognition, accountability, and support system will provide incentives and supports to ensure continuous improvement in other Title I schools that, based on the SEA's new AMOs and other measures, are not making progress in improving student achievement and narrowing achievement gaps, and an explanation of how these incentives and supports are likely to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

Participating LEAs' Title I schools that are not designated as Priority or Focus schools and have not met their School Quality Improvement Goals will be required to participate in intervention activities similar to Focus schools. These schools will be identified through the School Quality Improvement System in that they will not have met their School Quality Improvement Goal. Figure 48. below provides a timeline of the annual AMO metrics used for calculation and determination of interventions for 2012-13 through the 2016-17 school years. During the 2012-13 and 2013-14 years, non-designated Title one schools must meet their California API target and graduation rate target (for high schools) to avoid mandatory interventions. In the event that schools do not meet their annual CA API growth or graduation rate target and are in the bottom 30% of the CA API scores for the state, the school shall join a Community of Practice as defined in Table 1. Escalating Interventions. Given that there were no new state tests with student results in 2013-14, schools that were identified in Fall 2013 based upon missing their AMOs will continue to participate in Communities of Practice in 2014-15, removing schools that met the interim AMO using the 2012-13 API and graduation data. Schools that did not meet the AMO for the first time when analyzed in Summer 2014 (based upon being in the bottom 30% of 2013 API and missing their state API and/or graduation target in 2013) will be in year 1 of missing their AMO in 2014-15. If such schools miss the interim AMO again using end of year 2014-15 SQII results and end of year 2015-16 SQII results (e.g., performing in the bottom 30% in SQII scores in both years), these schools will enter Communities of Practice starting in 2016-17. From 2016-17 forward, missing the AMO for two or more consecutive years will initiate participation in Communities of Practice. "Other Title I Schools" that are participating in Communities of Practice and other escalating interventions will be called "other support schools."

Figure 48. Annual Calculation of CORE AMOs and Use in Determination of Interventions in "Other Support Schools" Until Full AMO Implementation



Beginning in 2015-16 schools will be accountable to the full School Quality Improvement Index such as not achieving their two- or four-year growth targets, not reaching 90 points on the accountability framework or languishing for up to six years. These schools will engage primarily with their LEA to determine appropriate supports/interventions, but may request technical assistance from another participating LEA and will be required to be paired for coaching with a Reward school after failing to meet goals for four years. All Participating LEAs have access to cross-district collaboration and CORE sponsored capacity building initiatives.

All Title I Schools that do not meet their School Quality Improvement Goals beginning in 2014-15 are required to participate in the following intervention timeline and activities:

- In general, after 2 years: will be required to join a Community of Practice focused on the area(s) highlighted on the schools' accountability score card as most in need of improvement. That said, for schools that missed the AMO for the first time based upon the summer/fall 2014 analysis and then miss the AMO again based upon the summer/fall 2015 analysis, the CORE districts will wait until the summer/fall 2016 analysis is complete to add the school to a Community of Practice.
- After 4 years: (1) Schools that did not meet their either their 2 or 4 year School Quality Improvement Goal will be required to enter into a peer pairing and (2) Schools that did meet their 2 year School Quality Improvement Goal but not their 4 year goal will be required to join a Community Of Practice

- After 6 years of not meeting the School Quality Improvement Goal, the LEA-managed turnaround principles are required (same as for Focus Schools)

Since it is likely that these underperforming Title I schools will have achievement gaps between English learners, students with disabilities, low-income and different ethnic and racial groups, it would be most appropriate for them to align with the work of Focus schools which are working to overcome these same challenges. They will have access to the professional development provided to Focus schools. Being part of a community of practice focused on these same issues is a powerful approach to changing attitudes, beliefs and practices about the capacity of these student groups. They will also be utilizing the School Quality Improvement Goals as their accountability framework which is 60% weighted to addressing the achievement of subgroups and reducing the achievement gap. This also means that school performance status and principal/teacher evaluations will be focused on these issues to a significant degree. And, to hone their focus on continuous improvement it is recommended that they implement a needs assessment process. The process may be similar to a School Quality Review or may utilize the needs assessment tools a District is already implementing (e.g., via the Single Plan for Student Achievement process). Based on a school's identified area for growth as well the indicators the caused the school to require interventions will determine at which level of placement on the escalation of interventions table below.

Table 11. Escalation of Interventions Table

Category	Detailed Actions
1. Develop school improvement plan and participate in communities of practice	• Create school improvement plan which addresses reason school did not make target, review suggested resources • Participate in community of practice • Revise and implement plan with LEA approval
2. Pair with collaborative partner school	• Develop improvement plan and participate in school partnership program with collaborative partner school
3. Complete 7 turnaround principles	• Undertake turnaround principles after 6 years of not meeting the AMOs • LEA approves the school interventions to be applied in support of the turnaround principles

Additionally, Title I schools that fail to meet their CA AMOs and or their School Quality Improvement System growth goal will be required help inform appropriate interventions and shall indicate so in its annual Single School Plan for Student Achievement (SPSA) by adding the Status and Interventions form and answering template questions provided by CORE staff to participating LEA. A template to indicate AMO achievement and questions for 2013-14 SSPs are as follows:

CA State AMO and School Quality Improvement Goal		
School:		
LEA:		
Year:		

Current Year AMOs	Yes	No
Did the school meet this year's API growth target? (CA AMO)		
Did the school meet this year's achievement target? (CA AMO)		
Did the schoool meet the graduation rate target? (if applicable)		
Did the school meet this year's School Quality Improvement Goal?		

Prior Year AMOs	Yes	No
Did the school meet this year's API growth target? (CA AMO)		
Did the school meet this year's achievement target? (CA AMO)		
Did the schoool meet the graduation rate target? (if applicable)		
Did the school meet this year's School Quality Improvement Goal?		

1. Based on analysis of the CA AMOs, graduation rates and School Quality Improvement System, which subgroups and content areas will the school target for improved achievement in the 2013-14 school year?
2. Are there existing goals within the SPSA addressing the target areas for improved academic achievement identified in the Status and Intervention form?
    a. If so, please indicate where those goals are found.
    b. If not, please list goals to address the target areas for improved academic achievement identified in the Status and Intervention form.
3. Are there existing interventions planned to address the target areas for improved academic achievement linked to the goals related to the Status and Intervention form?
    a. If so, please indicate where those interventions are found.
    b. If not, please list superintendent (or designee) approved intervention plans to address the target areas for improved academic achievement identified in the Status and Intervention form.
4. What indicators will be used to measure success of the applied interventions?

Specific opportunities for "other underperforming Title I schools are as follows:

- LEAs will use existing data management systems to collect data on all aspects of the Academic, Social/Emotional, and Culture/Climate domains
- CORE will facilitate a partnership with the Gardner Center to analyze data and identify schools not included in Reward-Focus-Priority School Identification System, but which are in need of additional support
    - Additionally, schools will use progress against State AMOs to inform self-assessment

and any needed interventions

- CORE will facilitate professional development and external expert partnerships in order to engage districts and schools in shared learning and collaboration through convenings, shared resources, online engagement, and webinars *(mandatory if schools miss School Quality Improvement Goals)*
- Schools that are not captured under the Reward designation, but which have shown strong gains in subgroup achievement, will be publically recognized and offered the opportunity to share best practices through this channel
- Data will be analyzed for themes to focus on improvement twice yearly with the goal of offering at least two professional development or collaboration sessions per semester
- At least one session per year will focus on improving proficiency among the EL and students with disabilities subgroups
- CORE recommends the use of a robust needs assessment process, which may be similar to the School Quality Review approach, as a strategy for all school to focus on continuous improvement: *(mandatory if schools miss School Quality Improvement Goals)*

2.G Build SEA, LEA, and School Capacity to Improve Student Learning

2.G Describe the SEA's process for building SEA, LEA, and school capacity to improve student learning in all schools and, in particular, in low-performing schools and schools with the largest achievement gaps, including through:

i. timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in Priority and Focus schools;
ii. ensuring sufficient support for implementation of interventions in Priority schools, Focus schools, and other Title I schools identified under the SEA's differentiated recognition, accountability, and support system (including through leveraging funds the LEA was previously required to reserve under ESEA section 1116(b)(10), SIG funds, and other Federal funds, as permitted, along with State and local resources); and
iii. holding LEAs accountable for improving school and student performance, particularly for turning around their Priority schools.

Explain how this process is likely to succeed in improving SEA, LEA, and school capacity.

As a collaborative endeavor, the Participating LEAs have and will sign formal MOUs that clearly spell out the agreements and accountability of all partners. Among those commitments is the agreement to build LEA and school capacity to improve student learning, particularly in priority and focus schools, by Focusing on shared accountability and the use of student achievement data to inform instructional and curricular decision making as well as teacher and administrator supervision and evaluation systems for continuous instructional improvement.

Participating LEAs are committed to developing communities of practice and aligning professional development initiatives with CCSS, performance task assessment methods (SBAC), improved instructional delivery and college- and career-readiness strategies – such as developing student social-emotional skills. CORE is committed to supporting Participating LEAs in leadership capacity building, professional development, and continuous improvement initiatives linked to the CORE accountability system and transitional plans referenced in this application.

The following figures detail some of the specific commitments and timelines that will govern the peer review and partnership component of the CORE Waiver.

Participating LEAs will participate in a peer partnership program to ensure timely and effective implementation of waiver principles.

Figure 49. Peer Review Structure

Activities monitored or completed through LEA peer review and partnerships

Participating districts, as part of the LEA peer reviewing and partnership program will:

- Ensure that their partner LEA's are implementing CCSS in classrooms by 2014-2015, and complete all preparatory activities as outlined in the High Quality Plan tables for Principle 1, including:
  - Developing CCSS-aligned instructional plans and instructional materials
  - Developing and implementing CCSS professional development for all teachers
- Monitor interventions in schools in their partner LEA through school peer pairing program effectiveness by:
  - Ensuring strategic school pairings so that schools are paired on the relative strengths and areas in need of improvement
  - Ensuring reward schools fulfill responsibilities related to mentoring priority and focus schools
  - Ensuring that all other Title 1 schools engaging in school peer pairings fulfill their agreed upon responsibilities
  - Ensuring that priority and focus schools conduct needs assessments through the School Quality Review and implement interventions in a timely manner
- Ensure that their partner LEA meets key educator evaluation system development milestones in 2013-2014; pilots in 2014-2015; and implements in 2015-2016 educator evaluation systems that include the principles agreed upon as part of the Waiver MOU, and participate in all necessary activities related to implementing this evaluation system as described in the High Quality Plan tables for Principle 3

If a peer LEA falls out of compliance with the requirements of the MOU, it is the responsibility of the peer LEA to notify the LEA and CORE of the noncompliance

Figure 50. Peer Review Structure

CORE will provide central guidance for district peer, school partnerships, and individual school actions

CORE Oversight

- CORE staff will organize regular meetings to check in with and support LEAs in implementation of the waiver plan, including CCSS, teacher and principal evaluation system, and peer partnership responsibilities
- CORE will collect any necessary information from LEAs and is responsible for communicating with USED
- CORE staff, plus district FTEs on secondment, will train LEAs and schools on how to be a successful partner within the district peer or school partnership relationships

District Peer Accountability

- LEAs engage in peer review processes periodically to review implementation of CCSS and teacher and principal evaluation systems
  - Between CORE-facilitated meetings, LEAs could be responsible for meeting with a peer LEA to discuss progress on CCSS implementation or against AMOs, for example

School Partnership

- Reward schools work closely with priority and focus schools at least on a monthly basis to support priority and focus schools' implementation of their school plan for improvement
- If priority or focus schools are not following their plan, it is the responsibility of the reward school to notify the LEA which will notify CORE

Individual School Actions

- Priority and focus schools are required to implement the interventions as described in the waiver

Rigor of the Peer Support Process

As noted above, the peer support and technical assistance process begins with a comprehensive needs assessment process, or utilization of a recently completed needs assessment. The process may be similar to a School Quality Review or may utilize the needs assessment tools a District is already implementing (e.g., via the Single Plan for Student Achievement process). Priority schools will share their needs assessment with their partner school. Focus schools will share relevant portions of their needs assessment within their CoPs, and/or with their paired school. It includes a self-assessment which includes a broad cross section of local stakeholders including students, parents, teachers, and interested community members (e.g., businesses, faith community, etc.). This is followed by a thorough initial partnership building experience with school's partner Reward school that has been carefully chosen by the CORE staff and seconded LEA staff to ensure that the Reward school is able to provide meaningful support to the Focus or Priority schools based on demographics, community characteristics (e.g., urban or rural), and presenting issues (e.g., academic, social-emotional, climate and culture, etc.). Once the pairing is complete, the Reward school is responsible for meeting with their Focus or Priority counterpart at least once per month in an intensive manner.

Figure 50 above clarifies the role of the CORE staff and the LEAs in providing central guidance for district and school peer partnerships and individual school activities to ensure implementation with fidelity. CORE staff will continue to organize regular meetings of LEAs to monitor and support the implementation of the Waiver plan, including CCSS implementation, the teacher and principal evaluation system and the peer partnerships between Reward schools and their Focus and Priority counterparts. The Participating LEAs are deeply committed to these partnerships and to creating mutual accountability among all members.

When there are implementation challenges that are identified at the partnership level, CORE will conduct fact finding efforts, identify the barriers to implementation and any potential solutions. Depending on the nature of the problem, CORE will bring the issue to the individual LEA, partner LEAs, the CORE Participating LEAs group, and the US Department of Education if warranted.

When concerns about implementation emerge at the practitioner level, the reporting process involves the peer Reward school reporting to the LEA, the LEA reporting to CORE, and ultimately CORE to the USED. Only USED can terminate the Waiver as it relates to a district or districts.

In order to adequately support the pairing process at the district and site level, districts will be asked to second staff to the CORE Waiver effort. These staff will work closely with the CORE staff to train LEAs and schools on successful partnership approaches to support the entire process.

The LEAs will conduct annual peer review processes to determine how well the Waiver implementation process is going in each LEA. LEAs are responsible for assessing how well the technical assistance, professional learning community and school pairing efforts are going. Reward school partners may be asked to participate in peer reviews, but the role of evaluating schools (e.g., in terms of monitoring the implementation of school improvement plans) will be the responsibility of the LEA.

Process for Rigorous Review and Approval of External Providers

As has been agreed in the CORE MOU, Participating LEAs will be responsible for employing district-designed processes for sourcing and vetting, as well as monitoring the effectiveness of any external partners or providers districts need in order to accomplish any part of the Waiver process.

However, CORE will develop a set of guidelines for districts to adhere to when reviewing, re-engaging, and renewing providers. Guidelines will be similar to California Department of Education's guidelines for provider approval.

LEAs will be required to engage in a contract review whenever a contract is renewed or annually, whichever comes first.

All providers sourced and retained by CORE (e.g., data analysis partner, external professional development providers) will be evaluated on an annual basis by the CORE Board.

Leveraging Federal, State, Local and ESEA Funding

It is the intent of the School Quality Improvement System to ensure that priority in resource allocation is given to those schools with overall low achievement and achievement gaps across student sub-groups. Therefore, participating LEAs are required to use previously held Title I funds intended for NCLB sanctions for the following school and LEA activities and programs, as well as maintain compliance with all Federal Guidelines related to Title I expenditures. (Ranked in descending order of expected magnitude of spending)

Figure 51. Use of NCLB Title I 20% Set Asides

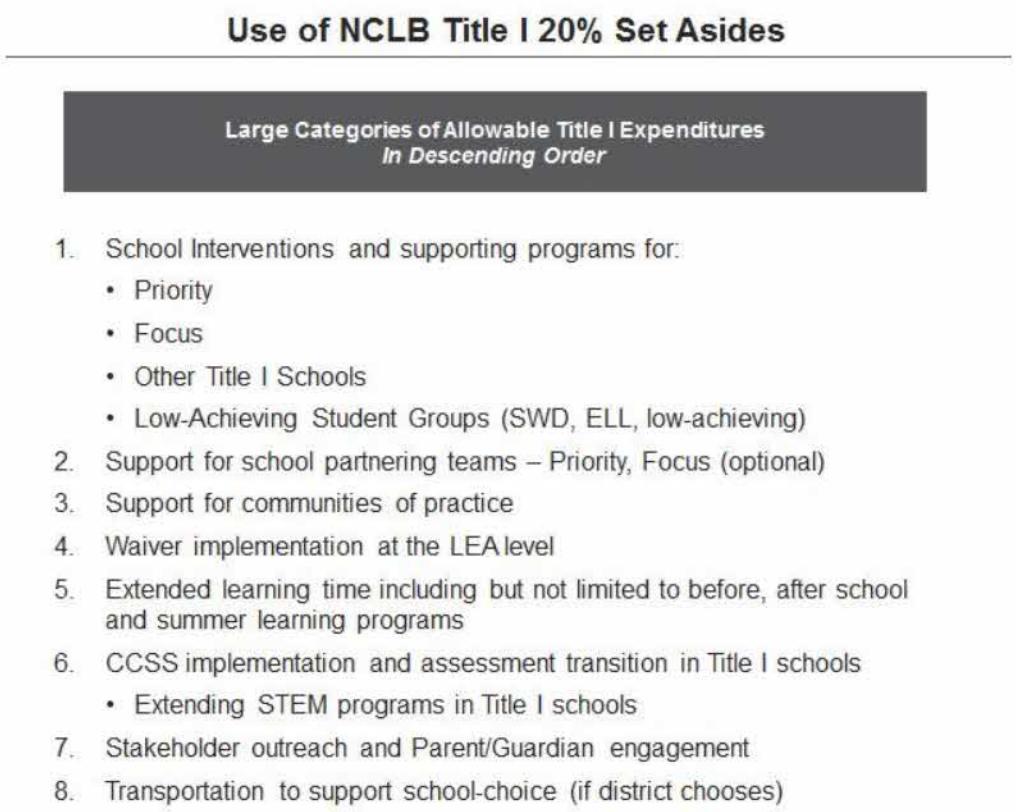


Figure 52 below provides a framework for costs that can also be paid using Title I funds that were previously held as Program Improvement set aside funds specifically earmarked for school choice/transportation and Supplemental Educational Services, so long as the LEAs are not supplanting programs and expenditures typically funded with other sources. In general, LEAs may use Title I funds to cover expenses associated with professional development of Title I schools.

However, all participating LEAs have committed to provide focused attention on professional development to ensure the instructional capacity of school and district leaders, as well as teacher to implement appropriate school reform and instructional interventions for the students with disabilities sub-group and individual students with disabilities. All LEAs understand that no Title I funds may be used or commingled with non-Title I funds in instances where non-Title I schools are being served.

Figure 52. Costs Associated with CORE Waiver

CORE Waiver LEAs will be expected to contribute funds to cover the cost of Waiver activities

Costs to be covered by CORE Waiver LEAs

1) **Activities related to the school pairing program in which high-performing and high-progress reward schools are paired with priority and focus schools, including:**
   - Travel costs for school staff - mileage, gas, airfare, hotels, meals as needed
   - Release time for school staff
   - PD content (including development for PD specific to priority and focus school needs), facilitation, and materials

2) **Activities related to the school pairing program in which other Title 1 schools not designated as reward, priority, or focus are paired or participate in PLCs (as desired, or as required if SQIGs are not met), including:**
   - Travel costs for school staff - mileage, gas, airfare, hotels, meals as needed
   - Release time for staff
   - PD content (including development for PD specific to priority and focus school needs), facilitation, and materials

3) **Other Costs**
   - Potential reward school costs, such as recognition, plaques or certificates
   - Shared communication costs for parents and community members to understand new accountability system

Participating LEAs are also responsible for all district-level costs associated with faithful implementation of the CORE Waiver requirements (e.g., implementing CCSS, common assessments, and teacher and principal evaluation systems)

All activities involving both Title I and non-Title I schools will be funded out of LEAs' general discretionary funds (i.e. not Title I funds)

Principle 3: Supporting Effective Instruction and Leadership

3.A Develop and Adopt Guidelines for Local Teacher and Principal Evaluation and Support Systems

Select the option that pertains to the SEA and provide the corresponding description and evi as appropriate, for the option selected.

Option A	Option B
☐ If the SEA has not already developed and adopted all of the guidelines consistent with Principle 3, provide: i. the SEA's plan to develop and adopt guidelines for local teacher and principal evaluation and support systems by the end of the 2012–2013 school year; ii. a description of the process the SEA will use to involve teachers and principals in the development of these guidelines; and iii. an assurance that the SEA will submit to the Department a copy of the guidelines that it will adopt by the end of the 2012–2013 school year (see Assurance 14).	☒ If the SEA has developed and adopted all the guidelines consistent with Principle 3, provide: i. a copy of the guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students; ii. evidence of the adoption of the guide li (Attachment 11); and iii. a description of the process the SEA use to involve teachers and principals h in the development of these guidelines.

CORE's goal in focusing on effective leadership and instruction is to fundamentally transform the way Participating LEAs recruit, prepare, evaluate, and develop effective teachers and leaders to ensure that every student will have access to highly effective teachers and leaders. All Participating LEAs want teachers and administrative leaders to feel valued as professionals who have constant opportunities to learn, grow, and be rewarded for their dedication and results. As stated in California's Superintendent of Public Instruction Tom Torlakson's taskforce report, "*Greatness by Design,* Supporting Outstanding Teaching to Sustain a Golden State," "California urgently needs to provide a highly skilled and trained workforce, and meeting this challenge requires school systems to evaluate educators in a manner that research shows is most likely to improve student achievement."[46] This waiver is aligned to the overarching recommendations from this report as well as ESEA Flexibility Request Guidelines. Outlined in this section is CORE's plan to develop and implement evaluation systems that carry out Superintendent Torlakson's call for a highly effective workforce by promoting continuous instructional improvement and providing support for teachers and leaders as means to: 1) Ensure educator performance is assessed against multiple measures as

[46] California Department of Education. (2012).

outlined in the new support and evaluation system including measures of student learning and growth; 2) Provide educators access to a more robust and comprehensive feedback system; 3) Celebrate, leverage, and accelerate the skills of our most effective teachers and leaders; 4) Differentiate teacher supports with targeted opportunities based on their level of performance and individual needs; and 5) Develop procedures to intervene and address those with persistent performance issues.

Participating LEAs will include the parameters described in Principle 3 of this application for full implementation by the 2016-17 school year. The following parameters provide the framework that reflects the participating LEAs' commitments to create meaningful evaluation systems for teachers and principals which include:

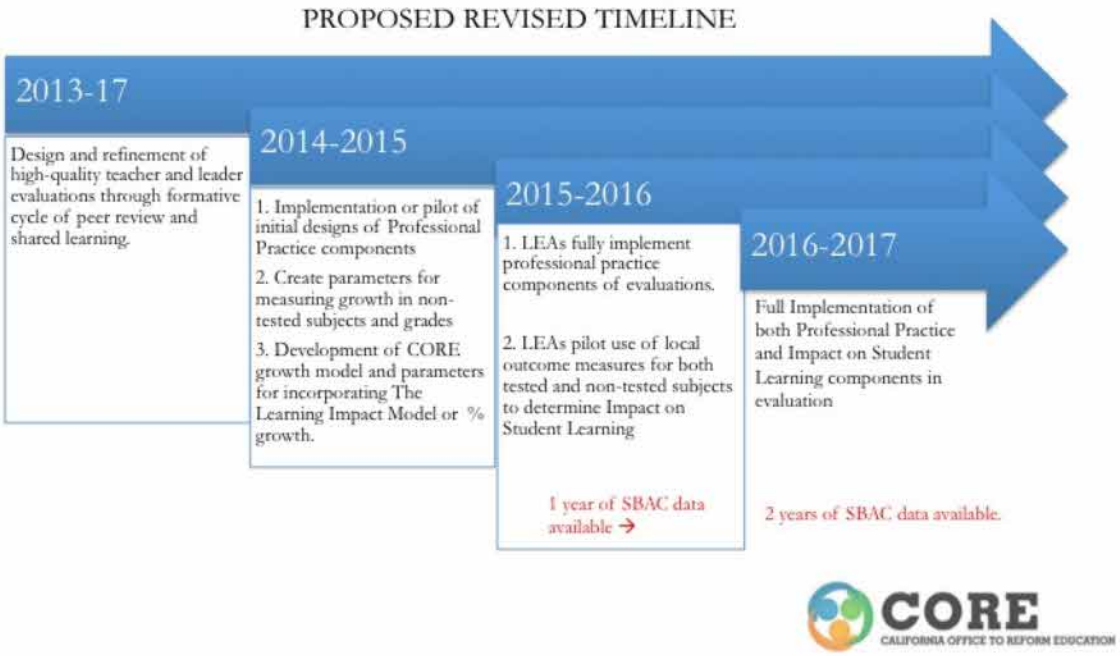
- A common set of educator effectiveness indicators that cross-cut the professional standards currently used in the CORE LEAs identified in early August of 2013 agreed upon by the CORE Board (See EES Handbook in Appendix); At least one significant component of the evaluation is based on a measure of student academic achievement and growth, see figure 54. Teacher and Principal Evaluation and Support Systems;
- Classroom observation procedures that provide teachers with quality feedback regarding instructional practice, aligned to adopted educator effectiveness standards;
- Data collection with sufficient frequency to provide a basis for evaluation;
- Ratings that meaningfully differentiate among levels of teaching effectiveness preferably employing four, but must include no fewer than three categories;
- Support for professional growth and capacity building;
- Increase in teacher collaboration to inform classroom instruction for increased academic achievement;

A rigorous rubric, timeline and consistently applied protocols for self- and peer-review have been developed to support implementation of evaluation reforms across the Participating LEAs. Due to California's delay of state summative assessments (SBAC) and lack of student achievement data in the 2013-14 school year, the Participating LEAs and the CORE Board have revised the implementation timeline for this renewal request. This proposed timeline reflects the on-going cycle of design, feedback and refinement of the EES which started in 2012-13 and continues through 2016-2017.

- 2013-17: Participating LEAs design, pilot and implement new evaluation systems for teachers and leaders while annually undergoing a rigorous peer review process to ensure quality.
- 2014-2015: Participating LEAs will pilot the *Professional Practice* elements of evaluation designs while developing the *Impact on Student Learning* elements.
- 2015-2016: Participating LEAs scale up to full implementation of the *Professional Practice* elements of their designs while piloting available *Impact on Student Learning* elements.
- 2016-2017: Participating LEAs scale up to full implementation of both the *Professional Practice* and *Impact on Student Learning* elements of evaluation systems. Personnel decisions must also be linked to results during this cycle.

In the fall of 2017-2018, successful implementation of evaluation systems will be evaluated as part of the Principle 3 Peer Review process.

Evaluation Implementation



A CORE Educator Evaluation System (EES) Handbook was collaboratively designed by the Participating LEAs to provide guidance as LEAs work towards effectively implementing new teacher and leader evaluations within Principle 3 of the School Quality Improvement System of the 2013 ESEA Flexibility Waiver. Each LEA will design and implement evaluation systems which include the above mentioned agreements and are described in the EES Handbook in ways that are consistent with local context and bargaining agreements. (See Appendix J for full EES Handbook reference.)

The above CORE parameters are reflected in the Principle 3 narrative and are organized within the 6 ESEA guidelines (as follows) for educator evaluation and support.

1. Ensure continual improvement of instruction
2. Differentiate the performance of teachers and principals using at least three performance

levels

3. Use multiple valid measures to determine performance levels including, as a significant factor student growth for all students and other professional practices
4. Evaluate teacher and principals on a regular basis
5. Provide clear and timely and useful feedback to guide professional development
6. Use evaluations to inform personnel decisions

All California educator evaluation systems and practices are governed by AB 293, "The Stull Act." Originally passed by the California Legislature and signed into law by the governor on July 20, 1971, it became Article 5.5 of the Education Code. The intent of the act was to establish a uniform system for evaluating teachers and administrators as it reasonably relates to: the progress of pupils toward district standards, and if applicable, the state adopted academic content standards as measured by state adopted criterion referenced assessments; the instructional techniques and strategies used by the employee; and may also include any objective standards from the National Board for Professional Teaching Standards or any objective standards from the California Standards for the Teaching Profession. The Stull Act was expanded in 1999 to mandate additional pupil progress measures in the assessment of certificated employees' performance: pupil progress toward the state adopted academic content standards as measured by state-adopted assessments.

While the Stull Act has been around for more than 40 years, many of its provisions have not been fully implemented in LEAs across the state. CORE and the Participating LEAs recognize that the Stull Act, when fully implemented, is a critical precedent and positive catalyst for our commitment to improve student achievement for every child. As is required in the Stull Act, and the Participating LEAs agree, that student achievement growth must be included as a significant factor in the process for evaluating teacher, principal, and superintendent effectiveness, as it is a strong indicator of whether a school or entire LEA is effectively preparing students for college- and career-readiness and creates powerful opportunities to address disproportionality and eliminate achievement gaps. The participating LEAs are fully committed to ensuring that the Stull Act, to support teacher development and ensure effective instruction in every classroom, is wholly implemented.

The CORE LEAs equally believe one-size-fits-all mandates are counterproductive. Therefore, the CORE Board has identified LEA designees comprised of Professional Capital administrators, teacher leaders and union representatives to convene for the purpose of developing guidelines for local teacher, and principal evaluation and support systems (August 5-7, 2013) that support, allow for and encourage local innovation and implementation. Once complete, CORE staff will prepare the guidelines for consideration of approval by the CORE Board. In this vein, district evaluation systems will be commonly based on multiple measures, including student academic growth among the all-student group and subgroups, to ensure that teachers/schools/districts are working in concert to accelerate the achievement of all students. This model demands a vertically aligned assessment system that allows us to capture growth over time, an example being the national system of Smarter Balanced Assessment Consortium (SBAC) developed assessments.

It is important to acknowledge that Participating LEAs will be developing and adopting evaluation systems for teachers and principals while simultaneously executing full implementation of CCSS in 2013-14. CORE's plan is to thoughtfully leverage this confluence of important reforms to boldly chart a practical path forward into a new era of educator support and evaluation.

This work represents a framework for innovation where each participating LEA has the autonomy

to address its local context while developing and implementing systems that meet the tenets of the waiver as guidelines for local teacher, principal, and superintendent evaluation and support systems. With student achievement as the paramount focus, the Participating LEAs' evaluation systems will be based upon a deep and driving belief in local control established by the uniqueness of each individual community and culture. CORE believes that by allowing local innovation rooted in an unwavering dedication to a moral imperative to serve all children, the best results will be realized.

Many Participating LEAs have already worked locally to refine and develop teacher, principal, and superintendent support and evaluation systems with further efforts continuing in 2013-14 and implementation in 2014-15 when CCSS and an aligned student assessment system (SBAC) will be fully implemented across the participating LEAs. All participating LEAs have agreed to the phased in approach and timelines set forth in this application. See the revised High Quality Plan to ensure that participating LEAs develop and adopt evaluation systems that are consistent with CORE's guidelines and EES Handbook. The timelines within the High Quality Plan reflect a logical sequencing of the key steps necessary to implement the support and evaluation systems.

The phased approach presented in this application provides time for LEAs to pilot the evaluation process and to understand what is and is not working and why, and allow for cross-LEA collaboration and shared learning – leading to successful implementation. Throughout the process all Participating LEAs are required to thoughtfully and actively engage stakeholders in the development, pilot activities, review and implementation of all educator evaluation systems. As a required component of SQIS participation, LEAs collect and report out stakeholder engagement, feedback and considerations or actions taken as a result of the outreach. Specific to educator evaluation system design, implementation and adoptions, LEAs are responsible for engaging educators representing the total LEA's total educator population, including teachers of students with disabilities, English learners and non-tested grades and subjects; along with principals and other school and district leaders. The degree to which each LEA engages stakeholders in educator evaluation system development and implementation is reflected and is rated with an appropriate score in the annual self- and peer-review rubric and process.

CORE staff will support and facilitate cross-LEA collaboration to ensure that all participating LEAs are able to: fully develop rigorous systems that address the common agreements; meet their local needs; and establish measures for benchmarking progress toward implementation of the teacher, principal, and superintendent evaluation and support systems. CORE staff will hold and coordinate bi-annual superintendent convenings to promote ongoing and purposeful communications and give districts the chance to join forces around implementation challenges and successes. In addition, other district staff (e.g., talent management, curriculum and instruction, student services, etc.) will meet monthly to share and collaborate about challenges, solutions, effective professional development, and other planned innovations. CORE staff will also engage in and distribute research-based best practices and implementation strategies among CORE LEAs and more broadly to partners across the state to further enhance and inform the process.

The Participating LEAs are committed to fully addressing and implementing the guidelines set forth by ESEA flexibility waiver guidance in the following ways:

1. Ensure continual improvement of instruction

As stated earlier in the Waiver proposal, by signing the common MOU, each participating LEA commits to fully implementing the Stull Act and thereby exercising their legal authority to implement the proposed guidelines. Specifically related to instructional improvement, The Stull

Act states: "Any evaluation performed pursuant to this article which contains an unsatisfactory rating of an employee's performance in the area of teaching methods or instruction may include the requirement that the certificated employee shall, as determined necessary by the employing authority, participate in a program designed to improve appropriate areas of the employee's performance and to further pupil achievement and the instructional objectives of the employing authority…." - CA Education Code § 44664 And, while the Stull Act references instructional improvement as a focal point for educators with unsatisfactory performance, the participating LEAs view this component as a necessary function for all educators.

Accomplishing such bold goals requires a shift in current practices and beliefs. Participating LEAs are taking on this challenge by committing to exercising effective evaluation systems for teachers, principals, and superintendents/CEOs to ensure that all teachers provide highly and principals support effective instruction as a focal point for improving performance thus creating learning environments that eliminate achievement gaps and raise achievement levels for all students. The CORE framework for Principle 3 reflects the widespread recognition that effective teachers and principals make a critical difference in student learning.

In order to successfully adopt the guidelines outlined in the collaboratively created framework for evaluation and support, the participating LEAs recognize the need to unite the CCSS with the innovative and aligned SBAC assessments to create a vertically aligned system that will allow for a better capture of multiple measures, in particular ensuring student academic growth, over time. Educators will be expected to use student achievement data from SBAC and locally aligned assessments in a formative manner to inform instructional pacing and targeted delivery.

The participating LEAs' evaluation systems are expected to support professional growth and capacity building by providing educators with a clear set of expectations for professional practice, curricular and pedagogical alignment to the CCSS for both teachers and principals. Based on those expectations, ratings and feedback given during evaluation processes will inform targets for professional learning and change or adjustment in practice. Additionally, the participating LEAs agree to provide teachers and principals with annual clear and actionable feedback that can be used to inform and improve on instruction.

To perpetuate professional growth, the CORE LEAs agree that all educators must practice and hone their craft in collaborative settings. Therefore, the participating LEAs have committed to include an increase in teacher collaboration practice and time to inform professional growth and classroom instruction for increased academic achievement. Principal collaboration time and practices will also be facilitated in the participating LEAs as a means to support school site leaders in professional growth related to observing and monitoring classroom instruction for academic achievement.

Participating LEAs acknowledge that addressing the needs and ensuring appropriate instruction for learning related to special groups of learners, including, but not limited to students with disabilities, must be considered when designing teacher and leader evaluation and support systems. Therefore, it is vitally important that Participating LEAs include students with disabilities and the teachers who teach them in all accountability measures. CORE's SQIS EES guidelines and parameters for teacher and leader evaluations are designed to do just that.

In the case of teacher evaluation, CORE will be utilizing the following considerations published by Great Teachers and Leaders (AIR) in their November 2013 Special Issues Brief entitled, *Inclusive Design: Building Educator Evaluation Systems that Support Students with Disabilities* as design and

pilot implementations move forward in 2014-2015.

Considerations for evaluation design (i.e. Professional Practice) include:

- Strengthening existing rubrics by augmenting with explicit examples;
- Leveraging the pre-observation conference;
- Integrating special education content into evaluator/supervisor training; incorporate peer observations; and
- Modifying rubrics to reflect unique roles and responsibilities of specialized instructional support personnel.

Considerations for growth measures (i.e. Impact on Student Learning) include:

- Including students with disabilities in growth measures and review disaggregated data;
- Ensuring that multiple and appropriate measures of growth are used;
- Accounting for students with disabilities in the Student Learning Objective (SLO) process;
- Leveraging existing supports and reform activities that track closely the progress of students towards learning goals; but
- Specifying that Individualized Education Plans (IEP) are not appropriate measures of growth (IEPs can be used to design SLO's, but should not be used s growth measures in and of themselves.)
- CORE will support Participating LEAs in stakeholder engagement related to the above considerations by disseminating resources and facilitating collaborative opportunities and on-going dialogue dedicated to such issues.

2. Differentiate the performance of teachers and principals using at least three performance levels

The Participating LEAs agree that systems with limited options for rating educator effectiveness lack usefulness in targeting areas for educators to identify personal professional growth areas and for designing professional development plans for individuals, schools and districts. Therefore, the participating LEAs have committed to include ratings that meaningfully differentiate levels of teaching performance and effectiveness using at least three categories, but strive to employ four categories.

To maintain CORE's ethos of valuing local context and the individuality of each LEA, the exact differentiated effectiveness ratings will not be standard across all of the LEAs. As each participating LEA develops or modifies their own local evaluation systems, a commitment to establish a minimum of three categories is included. Some of the participating LEAs' systems currently meet this expectation, while others will engage with stakeholders to adopt ratings to reflect their local effectiveness expectations.

The varied rating categories by LEA will be defined in each LEA's evaluation system plan and supporting documents. All plans and supporting documents will be annually reviewed and peer-evaluated against the common LEA evaluation system design and implementation rubric. The LEA evaluation system design and implementation rubric was collectively refined by the CORE Districts to ensure rigorous expectations and maximize mutual accountability across all of the Participating LEAs. The revised rubric can be referenced in the Appendix.

3. Use multiple valid measures to determine performance levels including, as a significant factor student growth for all students and other professional practices

Participating LEAs have committed to including at least one significant component of teacher and principal evaluations based on a measure of student academic achievement and growth and state law allows for the use of pupil progress to be included in evaluation systems. As defined by the USED and adopted for the purposes of this waiver application, student growth is the change in student achievement for an individual student between two or more points in time. For the purpose of this definition, student achievement means—

- For grades and subjects in which assessments are required under ESEA section 1111(b)(3): (1) a student's score on such assessments and may include (2) other measures of student learning, such as those described in the second bullet, provided they are rigorous and comparable across schools within an LEA.
- For grades and subjects in which assessments are not required under ESEA section 1111(b)(3): alternative measures of student learning and performance such as student results on pre-tests, end-of-course tests, and objective performance-based assessments; student learning objectives; student performance on English language proficiency assessments; and other measures of student achievement that are rigorous and comparable across schools within an LEA.

The California Education Code § 44662 states, "The governing board of each school district shall evaluate and assess certificated employee performance as it reasonably relates to: (1) The progress of pupils toward the standards established pursuant to subdivision (a) and, if applicable, the state adopted academic content standards as measured by state adopted criterion referenced assessments. (2) The instructional techniques and strategies used by the employee. (3) the employee's adherence to curricular objectives. (4) The establishment and maintenance of a suitable learning environment, within the scope of the employee's responsibilities.…".

In alignment with Superintendent Torlakson's Teacher and Administrator Evaluation Framework[47] and supported by the national Measures of Effective Teaching research,[48] Participating LEAs will develop and adopt guidelines for local evaluation, development, and support systems that will include quantitative and qualitative non-student growth measures. These measures shall constitute rigorous, transparent, and fair evaluation systems for teachers, principals, and superintendents. Areas that Participating LEAs are encouraged to address include measures of student engagement and parent/guardian perception/satisfaction. Additional quantitative and qualitative measures may include teacher attendance, student attendance, persistence/graduation rates, teacher and principal self-evaluation, measures of commitment to collaboration, and other classroom observation measures.

[47] California Department of Education. (2012).

[48] Cantrell, S., Kane, T. (2013). *Ensuring Fair and Reliable Measures of Effective Teaching: Culminating Findings from the MET Project's Three-Year Study.* Bill & Melinda Gates Foundation. Retrieved 2012, from http://metproject.org/downloads/MET_Ensuring_Fair_and_Reliable_Measures_Practitioner_Brief.pdf

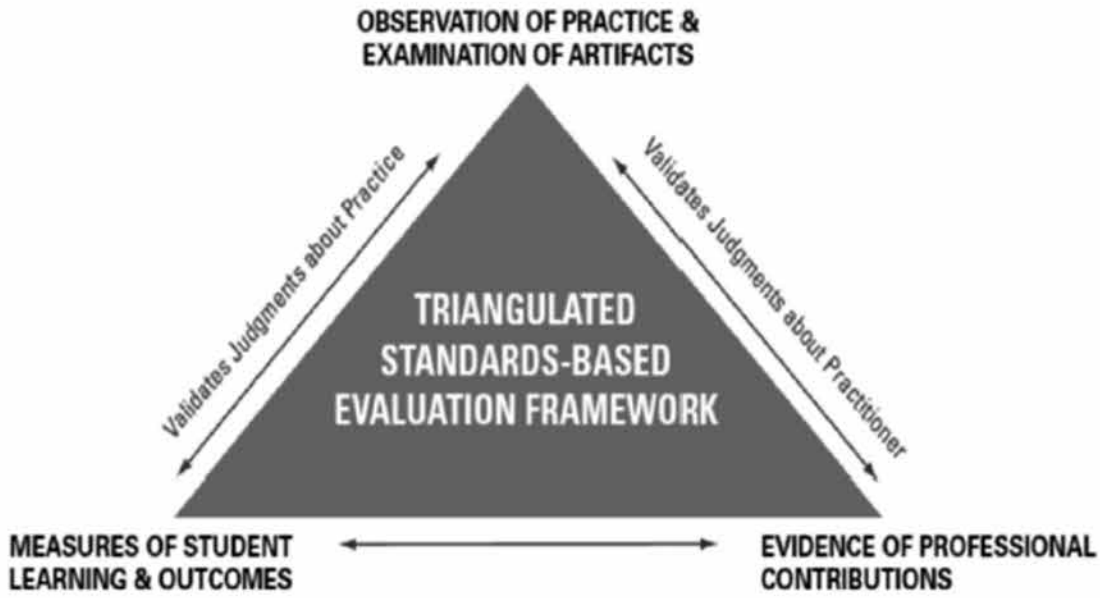


Figure 53. Teacher & Administrator Evaluation Framework

Participating LEAs have agreed to adopt the CORE Growth Model and to design or adjust their existing evaluation and support systems for teachers, principals, and superintendents/CEOs in a way that meets the Growth Model and the needs of their communities. However, if an LEA currently uses or seeks to use a high quality student growth model, they will have the opportunity to apply to the CORE Board for the option to use an alternate method which must have a strong research-based rationale. All approved growth models will include student academic growth as a significant part of the evaluation. Portions of the teacher, principal and superintendent evaluation system may be based on local measures, providing they are common across grades or subjects within the LEA – that is, not limited to individual schools or clusters of schools.

The CORE Growth Model

Measures of academic growth examine individual student performance over time. For the purposes of the Index, the CORE growth model will be designed to look at the extent to which schools have helped students move from point A to point B relative to students who started the school year in a similar place (e.g., in terms of prior achievement and potentially in terms of observable demographics like English Learner status or socioeconomic status). For the purposes of teacher and leader evaluation, the CORE growth model will be used as a measure of learning impact when available.

CORE's growth model will utilize one of two possible approaches, which will be determined based upon an analysis of both approaches utilizing 2015 and 2016 SBAC data:

SBAC's Vertical Scale (simple growth)

With the SBAC results, students will need to get higher scores each year to be on grade level. We can simply subtract each student's score in the current year from his/her score in the prior year. By subject (e.g., ELA or math), we will then aggregate the results of this simple growth analysis (e.g., find the average growth) for all of the students in each school.

Student Growth Percentile
A growth percentile is generated for each student, which describes his or her "rank" on current achievement relative to other students with similar [performance] histories. A growth percentile can range from 1 to 99. Lower percentiles indicate lower academic achievement growth and higher percentiles indicate higher academic growth."[49] The CORE growth model will identify "academic peers" for the purpose of calculating Student Growth Percentiles using the following control variables:
Prior achievement in relevant subjects (e.g., prior ELA and math achievement will be used as controls in the ELA growth model and vice versa), and
Select observable demographics:
Special education status
English Learner status
Free or Reduced Priced Lunch status
Homeless status
Foster status

Uses of the CORE Growth Measure
The School Quality Improvement System utilizes the Index calculation for two primary purposes within Principle 2 (Differentiated Recognition, Accountability, and Support) and Principle 3 (Supporting Effective Instruction and Leadership). Within Principle 2, schools and districts will be held accountable for the performance of all students across a variety of factors; beginning in 2015-16, all schools in the participating districts will receive an annual overall accountability score on a 100-point scale that is based on student- and school-level performance in the academic, and social-emotional and school culture-climate domains. The designations of reward, priority, and focus schools will be based on a rank order of these scores for all Title I schools across all Participating LEAs.

Each school's School Quality Improvement Index score will inform its School Quality Improvement Goal. Each school will have the goal of either reaching 90% (90 points on the School Quality Improvement Index), or improving their School Quality Improvement Index by increasing 2 percentage points in 2 years, and 4 percentage points in 4 years. Schools will receive a detailed report on their School Quality Improvement Index that outlines each domain's and subcomponent's point distribution so that schools are able to identify focus areas of improvement.

Further information about the Index, including metric descriptions and a description of how the Index is designed to work can be found at http://coredistricts.org/school-quality-improvement-system/.

Principle 3 includes provisions to incorporate at least one significant component of the teacher and principal evaluations that is based on a measure of student academic achievement and growth. Participating districts have agreed to adopt the CORE Growth Model or an approved alternative and to design or adjust their existing evaluation and support systems for teachers and principals in

[49] See http://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Pages/Student-Growth-Percentiles.aspx

a way that aligns with the principles of the Growth Model and meets the needs of their communities. In order to successfully adopt the guidelines outlined in the collaboratively created framework for evaluation and support, the participating districts recognize the need to unite the Common Core State Standards with the innovative and aligned SBAC assessments to create a vertically aligned system that will allow for a better capture of multiple measures, in particular ensuring student academic growth over time. Educators will be expected to use student achievement data from SBAC and locally aligned assessments in a formative manner to inform instructional pacing and targeted delivery.

Timing

In 2014-2015, all California LEAs began administering the SBAC assessments to students in grades 3-8 in English Language Arts (ELA) and Math. Districts received their first set of results in summer/fall 2015. In accordance with the waiver, districts will be required to pilot the use of measures of learning impact as part of evaluations in 2015-2016. Since an SBAC growth measure (requiring 2 years of data) will not yet be available, districts will be required to incorporate student outcome measures other than SBAC Growth scores for tested grades and subjects as evidence of learning impact. Such measures may include (but are not limited to):

- 2014 SBAC
- District interim and/or benchmark assessments
- Industry/subject-specific assessments

In non-tested grades and subjects, districts will be piloting the use of Student Learning Objectives (SLOs) or an approved alternative.

In 2016-2017 districts will fully implement their systems, using SBAC Growth scores and the CORE Growth Model or an approved alternative. Districts may continue to incorporate other student outcome measures as well.

In non-tested grades and subjects, districts will fully implement the use of SLOs or an approved alternative.

In 2017-2018, the peer review cycle will determine the successful implementation of all Districts' evaluation systems.

CORE has issued an RFP and scope of work for the development of the model and plans to select a contractor in May of 2015. Growth Model results will be made available to districts in the 2016-2017 school year (See Appendix K). See also appendix M for more details on how growth measures may be used.

Non-Tested Grades and Subjects

CORE districts believe that supporting and monitoring student learning and closing persistent achievement gaps is the shared responsibility of all educators. Regardless of whether state assessment results are available in a given subject or grade, if educators are engaged in collaboratively defining and assessing student progress towards rigorous standards in comparable ways, then student learning will increase, achievement gaps will narrow, and educators' efficacy and skills will improve. CORE district evaluation systems shall reflect this theory of action by measuring learning impact in meaningful and comparable ways for all types of educators.

In 2014, Participating districts engaged in a 9-month learning and design process facilitated by CORE staff and external partners, to answer the question of how growth might appropriately be accounted for in the evaluation of teachers of non-tested grades and subjects. Partners from AIR's Center for Great Teachers and Leaders, West Ed's Regional Lab, and University of Pennsylvania's Operation Public Education worked with CORE staff and district teams to provide research, examples and lessons learned.

These early phases of work culminated in the development of a theory of action and the adoption of the following guidelines and general principles for a CORE SLO approach.

CORE Student Learning Objective (SLO) Design Approach
The CORE SLO design offers a basic and flexible approach to measuring progress in grades and subjects where SBAC growth scores are not available. CORE districts can adopt the basic characteristics provided in this model and then customize the CORE SLO design to fit local needs.

Recognizing that local practices vary across the CORE collaborative and that some districts are already incorporating similar processes as part of how teachers are evaluated each year, CORE districts have agreed on two options for fulfilling the waiver requirement.

OPTION 1: Adoption of the CORE SLO model with local customization. While customizing, districts will be required to refer to guidance and design principles provided herein. Alignment to the approach and design principles will be thoroughly vetted through CORE's Principle 3 Peer Review process.

OPTION 2: If a district is already using an approach other than an SLO to measure growth in non-tested subjects and grades and incorporating these practices in the evaluation of instructional staff, they may present the design for peer review to determine appropriate alignment with general principles.

Both options will be required to use the same timeline of full implementation by 2016-2017.

CORE SLO Design
Design Approach
Each instructional staff member[50] will develop one or more SLOs when being evaluated.
Content experts, department chairs, evaluators or supervisors will be consulted in the creation of SLOs.
SLOs include baseline data and trends.
SLOs include growth targets.
SLO targets are tiered or differentiated to address range of achievement levels and close gaps.

[50] For the purposes of the CORE Model, "instructional staff" means any public school employee working under a teacher certification whose primary responsibilities include instructional planning, managing a classroom environment, and student instruction.

SLOs include goals for 100% of students in caseload or an approved alternative in cases where multiple sections or classes are taught (see guidance on specialists)[51].
SLOs utilize district-approved assessments or learning measures/evidence
Quality Control
Assessments or learning measures/evidence approved by district are comparable, rigorous, and have sufficient stretch and accessibility.
SLO development and approval will be monitored using district-developed rubrics or checklists aligned to CORE parameters.

Whether choosing Option 1 or Option 2, districts must align their local designs with 10 design principles approved by the CORE Board in December 2014. These principles and implementation guidance are provided in the CORE SLO Guide Book (Appendix L). A collection of curated resources called *SLO Central* have also been made available on CORE's Confluence site: http://core.caedpartners.org/display/TM/SLO+Central

CORE will continue to convene district teams and work with external partners to support districts in their implementation efforts.

Guidelines for Incorporating Growth Measures as Part of Evaluation
Whether factoring in an SLO result or a Growth Model result, Participating LEAs will choose between two approaches for accounting for growth in teacher and principal evaluations: 1) A matrix design called the "Learning Impact Model" or 2) a Weighted Design that weights student learning impact as at least 20% of the overall performance rating.

The Learning Impact Model is an approach that takes into account both multiple measures of teacher/principal *Professional Practice* as well as multiple measures of student growth – or *Learning Impact*. Neither dimension is weighted more heavily than the other, but the results create a profile of performance that forms the basis of more meaningful feedback and decision-making.

Where *Professional Practice* and *Learning Impact* measures are congruently positive, no intervention will be required. But when student growth is not satisfactory and professional practices are congruently negative, a teacher or principal improvement plan or similar intervention will be developed with goals for student learning and professional practice. Failure to improve substantially during the intervention year can lead to disciplinary action up to and including dismissal. If there is a discrepancy between the Professional Practice and Learning Impact result, locally designed interventions and inquiry steps will be employed before determining action. Each LEA is responsible for designing the business rules that will govern these outcomes, for training all evaluators and supervisors to ensure consistency across the district, and for ensuring full implementation across the district by 2016-2017. CORE districts have collaboratively designed and agreed upon common parameters and guidance for these business rules and practices. See Parameters and Guidance for Scoring and Rating Teacher and Leader Evaluations in Appendix M.

CORE's rigorous self-and-peer review process will evaluate the quality and extent of these design and implementation efforts in the annual Fall Peer Review process.

[51] Districts will determine the best approach for educators who instruct multiple groups and large numbers of students.

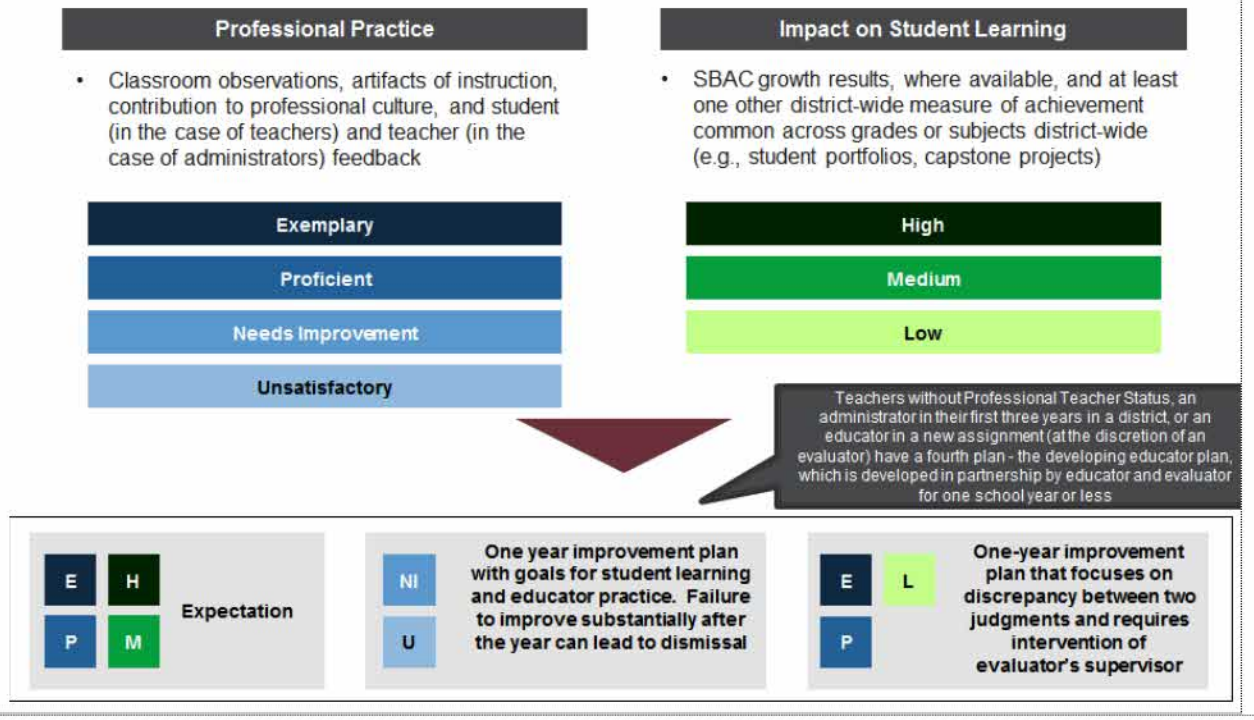
The table below illustrates how the two elements of the EES may interact to prompt further inquiry or intervention in certain situations if using 4 levels for professional practice and three for learning impact. For example, if a teacher receives an "Exemplary" rating in *Professional Practice* but his/her Growth Measure is "Low," he/she may be required to engage in additional professional growth planning but could not be awarded an exemplary summative rating (where summative ratings apply).

Professional Practice Summative Performance Rating	*Exemplary*	Exemplary, Low**	Exemplary, Moderate	Exemplary, High
	Proficient	Proficient, Low*	Proficient, Moderate	Proficient, High*
	Needs Improvement	Needs Improvement, Low	Needs Improvement, Moderate*	Needs Improvement, High*
	Unsatisfactory	Unsatisfactory, Low	Unsatisfactory, Moderate*	Unsatisfactory, High**
		Low	*Moderate*	*High*
		Student Impact Rating		

* Depending on the local business rules created, this result would prompt further conversation or data collection prior to determining further action or a summative rating.

** No teacher or leader receiving a low impact rating can receive an exemplary overall rating. Similarly, no one receiving an unsatisfactory professional practice rating can be promoted to an exemplary overall rating due to a high student impact rating.

Figure 54. Teacher and Principal Evaluation and Support Systems



The Weighted Design option, while similar in that it includes a combination of measures of professional practice and student growth, uses a weighted approach and defines student growth as at least 20% of the overall rating of teacher and principal performance. This system will utilize a similar three or four-tiered rating system for teacher and principal professional practice and a system to be determined by each LEA for assessing student performance on SBAC measures of proficiency and other district-wide measures of student achievement with either the Impact Model or 20% models. In this option, at least 20% of the evaluation system must be represented by the a learning outcome measure which includes the state assessment when available. Other district-wide measures of achievement that are common across grades or subject matter (as determined locally by the LEA) can reach beyond the 20%. How the growth measures are factored into the evaluation system will be established individually by each LEA. But, the totality of student growth measures will be at least 20%.

One challenge that the participating LEAs face is "…the timelines for implementing the Common Core and new assessments designed to measure students' progress toward college and career readiness in many cases conflict with the timelines for new teacher evaluation policies that heavily weigh the results of tests based on outdated standards."[52] This situation has undermined the intended implementation of teacher/principal evaluation due to California's decision to eliminate state summative assessment (CST) in the year 2013-14 yielding no statewide student assessment data results. Therefore, to address this issue, CORE proposes a revised timeline (referenced in section 3A).

4. Evaluate teachers on a regular basis

Today, each participating LEA has a bargaining agreement with their own local labor partners that clearly lays out evaluation frequency and parameters often times depending on educators' experience levels and previous years' evaluations results of performance/effectiveness and identified improvement goals/recommendations. All LEAs are currently compliant with the Stull Act which requires school districts to "periodically" evaluate the performance of certificated employees (Education Code 44660-44665). And while evaluation frequency will not be standard across all participating LEAs, a guarantee to annually provide clear, timely, useful and actionable feedback to all certificated educators will be common. (see ESEA guideline 5 next for further information)

The participating LEAs embrace the notion that evaluation frequency should be designed to promote a system of growth-orientation focused on improvement over time rather than solely high-stakes rewards and rankings. (Fullan, 2012) Thereby, LEAs will make every effort while working with stakeholders to create cycles of evaluation frequency that allow effective timespans for professional collaborative learning, application and analysis of new strategies and practices.

5. Provide clear, timely and useful feedback to guide professional development

The participating LEAs have committed to system-wide professional capital development by providing actionable feedback that recognizes educators as professionals who desire to increase learning and guarantee achievement growth for every student. Therefore, LEAs will offer crafted feedback, at least annually, to acknowledge and inform instructional improvement, professional

[52] Wiener, R., *Teaching to the Core: Integrating Implementation of Common Core and Teacher Effectiveness Policies*, Aspen Institute, 2013

development and advancement of professional practice both at the individual and system-wide levels. LEAs will also engage stakeholders in the design of feedback parameters to promote meaningfulness. The annual useful and actionable feedback will be offered through by not limited to the following protocols and activities:

- High quality formal and informal instructional/classroom observations aligned to LEA priorities and CORE agreed upon common effectiveness indicators
- Collaboration and collegiality
- Qualitative and quantitative data from formal evaluation processes and supporting documentation
- professional learning communities
- professional development endeavors
- student achievement data analysis of formative and summative assessment results

The Stull Act supports the above commitments within the evaluation process through the following language, "The evaluation shall include recommendations, if necessary, as to areas of improvement in the performance of the employee…. The employing authority shall thereafter confer with the employee making specific recommendations as to areas of improvement in the employee's performance and endeavour to assist the employee in his or her performance…." CA Education Code § 44664

6. Use evaluations to inform personnel decisions

All participating LEAs either do currently or have committed to use their educator evaluation systems to inform personnel decisions that include at a minimum permanency, transfer, promotion and termination of employment. The Stull Act allows for the use of evaluation in employment decisions, "… If any permanent certificated employee has received an unsatisfactory evaluation, the employing authority shall annually evaluate the employee until the employee achieves a positive evaluation or is separated from the district." - CA Education Code § 44664 While Stull Act language is rather limited in terms of informing personnel decisions for all educators, the participating LEAs recognize that evaluation information and data should and will be embraced as a means to recognize educators' growth efforts and accomplishments with students and colleagues. This notion will be included in on-going discussions and stakeholder engagement efforts in an effort to define all possible and viable uses of evaluation data in personnel decisions.

Supporting LEAs in the Development and Implementation of Newly Developed or Modified Evaluation Systems

To best support the development and implementation of robust evaluation systems employing the guidelines laid out within this application, the participating LEAs believe that the design and delivery of support, development, and support systems/processes based on each LEA's local context is critical. CORE staff will facilitate monthly collaborative convenings for the CORE LEAs to promote shared learning and peer-to-peer support throughout the design and implementation of newly developed or modified evaluation systems. While many topics for research, discussion and professional learning will rise out of the design and implementation

work, at a minimum, the following topics are believed to be valuable:

- Building Professional Capital to achieve the Moral Imperative
- Collaborative discussions and shared practices regarding stakeholder engagement
- Common bargaining topics and best practices
- Designing individual and group support plans/programs for professional improvement
  - Comprehensive support plans to improve instruction among first and second year teachers in the lowest and second lowest categories of performance
  - Comprehensive support plans to improve instruction and performance for permanent teachers identified in the lowest performance category
  - Voluntary support plans to improve instruction and performance for teachers in the second lowest category of performance, including one-on-one mentoring
- Implementation steps and procedures of new or newly modified evaluation systems

3.B Ensure LEAs Implement Teacher and Principal Evaluation and Support Systems

3.B Provide the SEA's process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, including mechanisms to review, revise, and improve, high-quality teacher and principal evaluation and support systems consistent with the SEA's adopted guidelines.

As a collaborative group focused on continuous improvement, CORE LEAs are committed to regularly and purposefully sharing learning and monitoring progress with implementation, thereby fostering a collaborative culture of continuous learning and growth. Participating LEAs are dedicated to recognizing and understanding when and where growth and/or improvement is occurring in classrooms, schools, and districts because of their moral imperative to serve all children. This moral imperative drives all collaborative efforts, serves as the backbone of this application, and will increase the quality of instruction for students and improve student achievement overall. As stated throughout the application, CORE LEAs believe strongly that even higher-reaching goals than were called for in No Child Left Behind can be attained.

Through teacher and leader development and effective instructional delivery for all students, the CORE LEAs aspire to develop college- and career-ready graduates as well as eliminate achievement gaps—by holding one another mutually accountable through shared transparency and joint accountability rather than external sanctions. Participating LEAs agree to participate in cross-district, rubric based, peer review of evaluation system adequacy and alignment to the principles laid out in this application.

To facilitate the development and implementation of high quality evaluation systems and ensure shared accountability, a revised P3 Rubric and Rubric Guide to measure development and implementation of the aforementioned teacher, principal and superintendent evaluation systems was developed (see Appendix N). The Principle 3 Rubric was finalized during multiple convenings of all LEAs' Professional Capital representatives during the Fall of 2013 and was approved by the CORE

Board in December 2013. The rubric is being utilized as a part of the overall mutual accountability to determine ongoing participation in the School Quality Improvement System. The final rubric was fully implemented across the participating LEAs in the 2014-15 school year. The rubric will be used each fall or after finalized renegotiated collective bargaining agreements to measure the degree to which each LEAs' evaluation systems are designed and being utilized to improve professional practice and student growth; and whether it is being applied in such decisions as recruitment, promotion, tenure, transfer, layoff and dismissal.

Rubric Cut Points: The self- and peer-review rubric is organized across 5 rating levels:

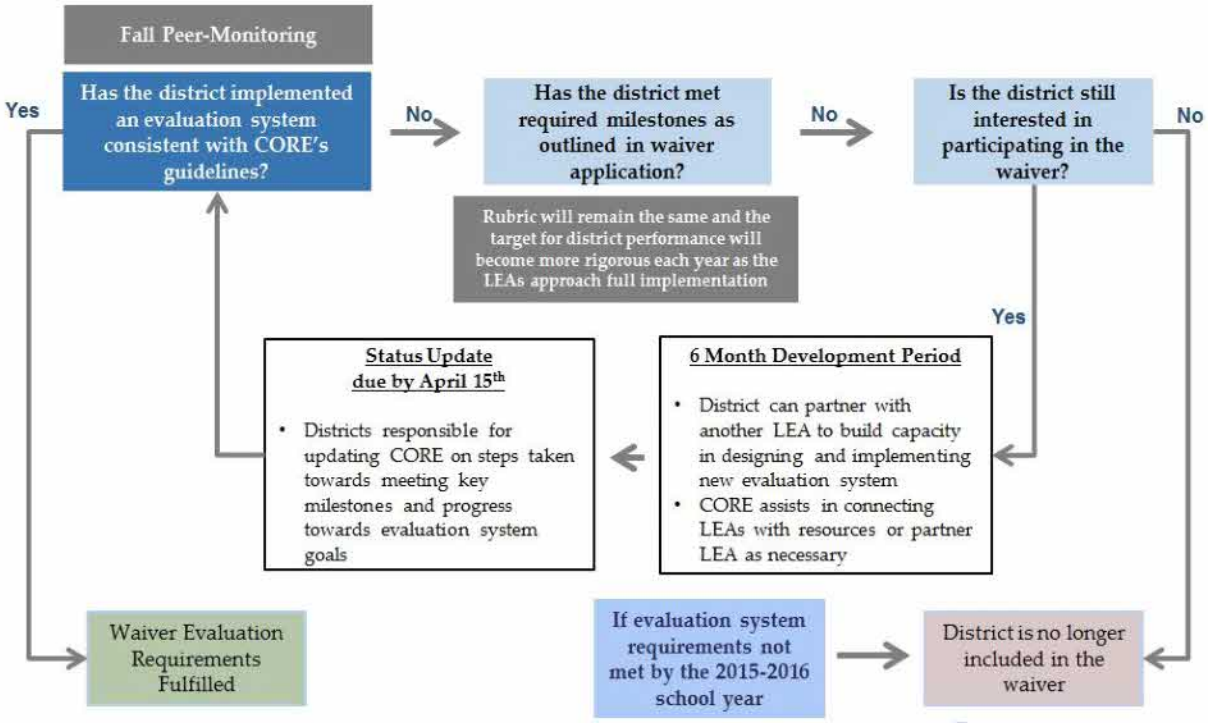
- 5 – Exceeding Expectations;
- 4- Meeting Expectations;
- 3- Approaching Expectations;
- 2- Below Expectations; and
- 1-Non-compliant.

Cut-points have been established for each of the nine domains of the rubric in a graduated design, moving each year to full expectations. Participating LEAs must receive final scores that reach the designated cut-points in each domain each year.

- 2014-2015: Cut-points for all domains are at level 3 (approaching expectations) with the exception of the domain requiring Participating LEA EES' to be in alignment with the CORE *Common Effectiveness Guidelines, Priorities and Components* which is expected to be at level 4 (meeting expectations).
- 2015-2016: Cut-points for all domains move from level 3 to level 4 (meeting expectations) with the exception of domains related to growth measures which may remain at level 3 for another year.
- 2016-2017: Cut-points for all domains reach level 4.

Participating LEAs that do not meet the minimum required peer-review score on the rubric will enter into the Evaluation System Cycle of Review (Figure 41) adding an additional step of monitoring and support to ensure that the LEA modifies or speeds up their process of system design and/or implementation. If an LEA is unable to meet the required design guidelines defined in the rubric or achieve the adoption and/or implementation deadlines, exclusion from the School Quality Improvement System participation may be recommend by the CORE Board and Oversight Panel to the USED. Figure 41, Evaluation System Cycle of Review depicts the flow of the LEAs work through the design and implementation of new and/or modified evaluation systems.

Figure 57. Evaluation System Cycle of Review



To guide the development and implementation of the rubric and peer–review process, LEAs, CORE Board and staff will follow the Evaluation Systems Cycle of Review High Quality Plan depicted in Table 13. The plan was intended to guarantee timely and full realization of evaluation systems that ensure LEAs develop, adopt, pilot and implement systems that are consistent with the CORE guidelines. All items on this plan have been accomplished as of the date of this submission.

Table 12. Evaluation System Cycle of Review High Quality Plan

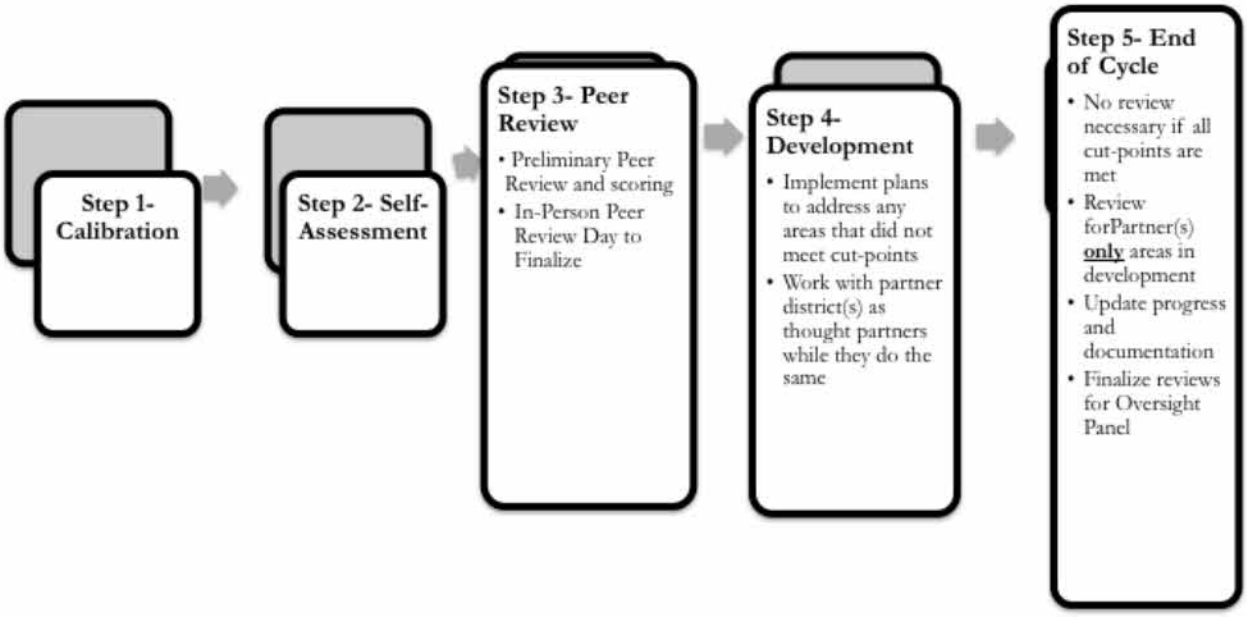
	Evaluation System Cycle of Review
By 2013-2014 School Year	• The CORE Board will develop a rubric to measure development and implementation of teacher, principal, and superintendent evaluation systems as outlined in the waiver application • Starting in Fall 2013, LEAs will enter into peer review to ensure progress against the milestones outlined in the rubric
By 2014-2015 School Year & Ongoing	• Rubric will be fully implemented across the Participating LEAs by the 2014-15 school year • It will be utilized as a part of the overall LEA accountability process in order to determine ongoing participation in the School Quality Improvement System • Rubric will be used to measure the degree to which LEAs' evaluation systems are designed and being utilized to improve professional practice and student growth; and whether it is being utilized in such decisions as recruitment, promotion, tenure, transfer, layoff and dismissal • Rubric will also inform admittance into the Evaluation System Cycle of Review
Cycle of Review	• LEAs that do not meet the minimum required peer review score (to be determined) on the rubric will enter into the Evaluation System Cycle of Review adding an additional step of monitoring and support to ensure that the LEA modifies or speeds up their process of system design and/or implementation • If an LEA is unable to meet the required design guidelines defined in the rubric or achieve the adoption and/or implementation deadlines, exclusion from the School Quality Improvement System participation will be recommend by the CORE Board to the USDE

The Oversight Panel will convene on a bi-annual basis to monitor the implementation of the LEAs' evaluation systems by reviewing the results of the Peer Review process. In addition, as noted, other district staff (e.g., curriculum and instruction, student services, etc.) will meet monthly to share challenges, solutions, effective professional development, and other planned innovations. As demonstrated in Figures 58 and 59, governance of this and other waiver processes blends individual district accountability, CORE facilitation, and partnership with external vendors who will bring the expertise required to develop value-added student achievement measures, and aggregate data that supports decision-making. These work plans depict the minimum timeline for implementation and manner in which specific processes are used to develop and monitor evaluation and support systems across Participating LEAs.

With a strong ongoing commitment to mutual accountability and ensuring outstanding instruction for every student in every CORE classroom, the participating LEAs have agreed to engage in an annual peer review process as a part of the Evaluation System Cycle of Review. This annual process will rate and provide feedback for alignment to an agreed upon set of expectations. Each fall, all participating LEAs will engage in an evaluation system review convening designed and carried out by CORE staff, to facilitate the peer review and feedback process, and deliver professional learning presentations and activities related to developing Professional Capital (Fullan, 2012) system-wide. This annual Evaluation System Design and Implementation Peer Review and Collaboration Convening spanning two full days, will engage the participating LEAs in shared learning engagement to strengthen all evaluation system design and implementation strategies.

The execution steps for the annual Evaluation System Design and Implementation Peer-Review and Collaboration Convening will be based on an annual peer-review cycle as depicted in Figure 57 (a) and the narrative description following.

Figure 57(a) Educator Evaluation System Peer-Review Cycle



Peer-Review Triads

In order to ensure rigor in the process, district representatives chose a triad design rather than a pairing for peer review. In 2014-2015, Principle 3 used the triads below*:

Reviewed	LBUSD	FUSD	SUSD	SAUSD	LAUSD	OUSD	SFUSD
Reviewer 1	SUSD	LBUSD	LBUSD	SUSD	OUSD	LAUSD	OUSD
Reviewer 2	FUSD	SAUSD	SAUSD	FUSD	SFUSD	SFUSD	LAUSD

* In 2015-2016 the triads will change to exclude Sanger.

Step 1: Calibration and Shared Learning

In September of each year, P3 LEA Peer-review teams will come together for a day of training and shared learning to ensure accuracy in rubric use including but not limited to ratings and inter-rater reliability. During this day, participants will review the *EES Rubric* and score test cases for both teacher and leader evaluations. Participants will engage in group work and exercises that help to clarify distinctions across the ratings of the rubric and to assess validity of evidence provided. A second day will also include topic experts and workshops related to Professional Capital areas of particular interest or need. For example, using valid measures to determine differentiation of rating levels, incorporating multiple measures in evaluations, new developments in principal evaluation, or

how to design evaluation systems to support teachers of special education students. Peer-review teams will be comprised of and committed to do the following:

- LEAs must appoint 2-4 representatives to participate in training and calibration as part of the LEA Peer-review team.
- These representatives will form the LEA peer-review team and be responsible for all aspects of the peer-review cycle.
- If an LEA is unable send the entire team to all events, at least one consistent representative must remain throughout.

In 2014, CORE partnered with the New Teacher Center at University of California, Santa Cruz for help with the design of a two-day norming and calibration event.

Step 2: Self-Assessment

Following the calibration day (Step 1), Participating LEA peer-review teams will proceed to conduct self-assessments of LEA's progress with teacher and leader evaluations using common workbooks provided. Templates are completed for each system (teacher and leader), evidence of achievement is collected and supplied, and scores are indicated for each domain. Once LEA self-assessments are complete, LEAs submit templates and evidence to CORE.

Review Groupings: Peer- review teams from the Participating LEAs will be grouped in triads. Each LEA's submission will be reviewed by two other LEA peer-review teams and a CORE staff member. Each LEA peer-review team will also receive two LEA submissions to review. The triad grouping design ensures that multiple reviewers have an opportunity to look at the same submission. Triads will be created to match districts with those of similar size and geographic location whenever possible.

CORE staff will forward completed self-assessments to the designated LEA peer-review teams for initial review and scoring. Once the LEA peer-review teams have reviewed and scored designated submissions, score reports are sent to CORE. CORE receives preliminary score reports from reviewers and shares them with the receiving LEA prior to the annual peer-review event.

Step 3: Peer-Review Event and Scoring

In November, all teams will convene for a day to meet with the Participating LEA teams that are reviewing their submissions and to conduct reviews as part of the triad. Each Participating LEA will be given time to discuss any final thoughts or comments regarding their submissions (based on preliminary scores and feedback) for both teacher and leader evaluations and to answer clarifying questions from reviewers. Peer-review teams will then be given time to caucus and reach consensus on a final set if scores (one score for each domain of the rubric). In addition to submitting scores, peer-review teams will be asked to provide a list of perceived strengths, weaknesses and recommendations for next steps.

Post Peer-Review: Following the peer-review event (Step 3), Participating LEAs will receive official notification from CORE of their scores and feedback for both teacher and leader evaluations. This notification will also include any additional reviews that will be necessary and recommended actions to meet requirements. If an LEA meets all cut-points, the LEA is free to continue with implementation until the next school year cycle. Each LEA must participate in Steps 1-3 each year.

LEAs requiring 6-month development work will undergo an additional Peer Review in June conducted by the same Triad.

Site Visits: LEAs may receive a site visit from Peer-review partners or CORE staff to gather further information regarding their implementation of EES systems. A site visit may be recommended by reviewers where a discrepancy that cannot be resolved exists between reviewers. Site visits may include focus groups with teachers and/or principals, meetings with district administration, or additional evidence gathering as recommended by reviewers.

Data Gathering: All Participating LEAs are required to collect relevant data regarding the results of their EES cycles each year. These data may include statistics on the number of teachers and principals that received ratings each level, personnel decisions made as a result of EES ratings, number of visitations, observations or meetings that were conducted, revisions made, and as noted earlier, stakeholder engagement activities. LEAs will be asked to share and reflect on these data each year as part of their collaborative work.

All documentation and instructions related to Self-and Peer Review, including district development plans (for all Principles) are stored centrally on CORE's confluence site: http://core.caedpartners.org/pages/viewpage.action?pageId=13402119

Many of the Principle 2 and 3 commitments are directly linked to the design and implementation of the evaluation systems. A number of the commitments also rely on the assistance and support of third party vendors or outside partners. One example of such is the development of the CORE growth model which will be used with the School Quality Improvement Index as well as the educator evaluation systems. A table of further examples is found below.

Figure 58.

Many Principle 2 commitments will be managed through dual processes between the districts and external partners

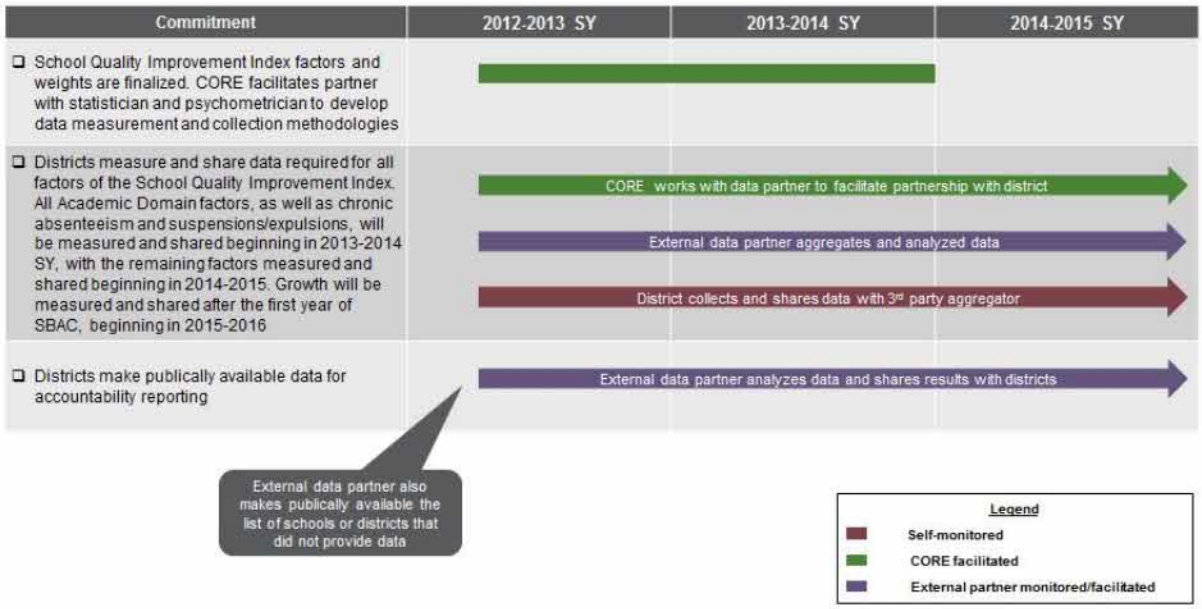
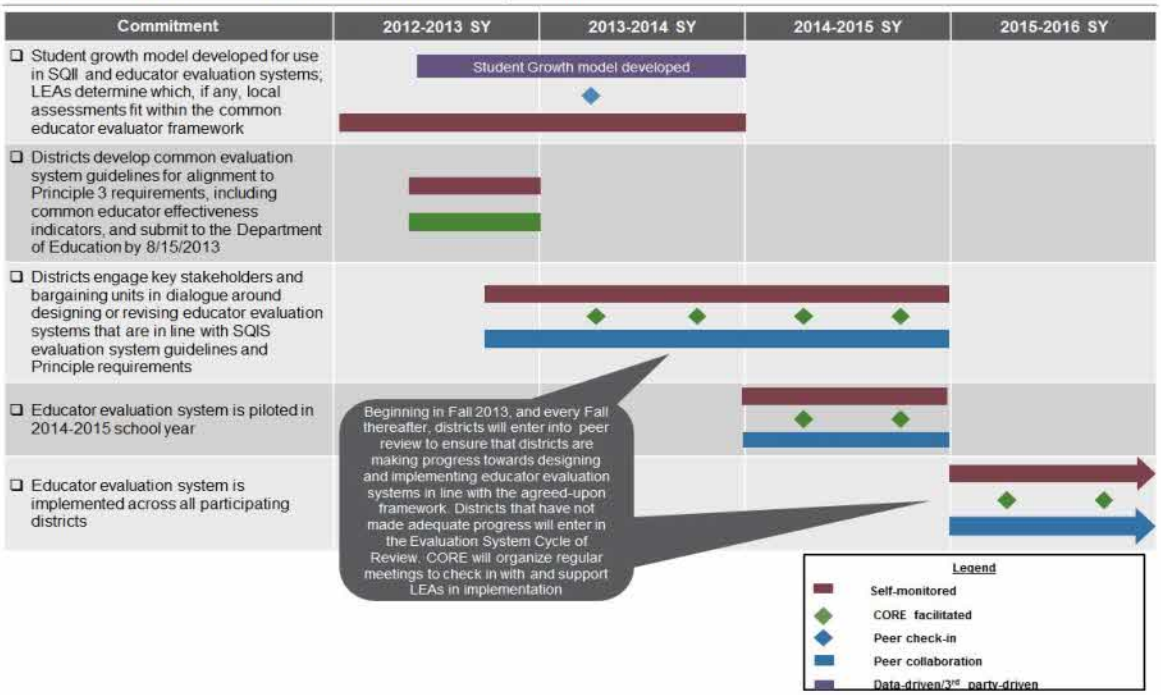


Figure 59.
Principle 3 deliverables will be largely self-managed, with twice yearly collaboration sessions facilitated by CORE



Educator Engagement

In the process of building unique systems to support effective instruction and leadership among teachers, principals, and superintendents, the participating LEAs will be establishing trust, building engagement, and setting the stage for success by creating familiarity with the new educator support and evaluation model. Participating LEAs intend or have started to work with teachers, labor units and administrators to design, refine, and/or train staff prior to full implementation of their evaluation systems.

By including educators in the process, participating LEAs are ensuring all voices are at the table to adequately guide the plans for differentiating effectiveness, which include multiple measures and student growth data.

Table 14 below, provides a high quality plan that outlines the minimum activities, timeline, parties responsible, evidence of progress, resources needed, and potential obstacles vis-à-vis meaningful educator engagement in the planning of the teacher, principal, and superintendent evaluation process. The participating LEAs are committed to utilizing this process to ensure that educators have a robust opportunity to provide feedback and guidance on the development of this important element of the Waiver Plan. Special effort will be made to ensure that teachers and principals of diverse student populations (e.g., English learners, students with disabilities, and other traditionally underrepresented and underserved populations) will be included in the planning of all evaluation systems. These formerly USED approved commitments have been met as of this submission and an updated set of approved commitments are provided in the High-Quality Plan in Table 15.

In order to obtain this level of participation, the participating LEAs will approach this process with transparency. CORE has developed a communication plan in collaboration with the superintendents and their communications officers to ensure that educators and their bargaining units are informed of the teacher, principal and superintendent evaluation plans and have ample opportunity to comment on the principles and processes for implementation.

Specific timelines for pre-implementation planning

Teacher and administrative input is built into the High Quality Plan for development of guidelines for teacher and principal evaluation and support systems. As indicated earlier, the CORE LEAs including teacher and administrative representatives are convening in early August to establish common educator effectiveness guidelines and corresponding rubrics for the participating LEAs to work from as a blueprint to design or modify local evaluation systems. Once finalized by the CORE staff, the drafted guidelines and rubrics will be sent to the USED for consideration. From August 15 to September 25, 2013, all participating LEA superintendents and their designees will solicit feedback from local teachers, administrators and other stakeholders regarding the CORE common educator effectiveness guidelines. This outreach is a requirement of waiver participation for all participating LEAs and the teacher and principal feedback will be incorporated by CORE staff into the final guidelines for approval of the CORE board and submission to the USED.

Table 13.

Key Milestone or Activity	Timeline	Parties Responsible	Evidence of Progress (Attachment)	Resources Needed	Significant Obstacles
CORE and participating LEAs created a general set of design principles that will inform teacher, principal, and superintendent evaluation & support systems	Already developed	• CORE	• Design principles are included as a checklist within 3.A	• n/a	• n/a
Convene LEAs' professional capital and teacher representatives to establish detailed evaluation system guidelines	August 5-7 2013	• CORE staff with experts facilitate in-person meetings	• Detailed set of updated guidelines	• CORE and LEA staff time; CORE has funding to pay for convenings	
Submit draft of evaluation system guidelines to USED which included teachers in the development process	August 15, 2013	• CORE staff, LEA superintendents	• Detailed set of updated guidelines submitted to USED	• CORE and LEA staff time	
LEAs invite additional feedback from local stakeholder groups (i.e., labor partners)	By September 25, 2013	• LEA Superintendents	• Documentation of process and stakeholder feedback	• Dedicated LEA staff time	• Labor partners or other stakeholders could show resistance; LEAs plan to increase transparency and communication and opportunities for stakeholder feedback
Submit finalized evaluation system guidelines to USED which incorporates stakeholder feedback	December 1, 2013	• CORE staff, LEA superintendents	• Detailed set of finalized guidelines submitted to USED	• CORE and LEA staff time	

Specific timelines for evaluation systems design/modification and implementation planning

After the guidelines are finalized and published, as detailed in the Plan for Educator Engagement (Table 14), participating LEAs shall institute efforts to engage their local stakeholder groups in the design and development of the local evaluation systems. Districts' modified piloted evaluation systems to CORE waiver requirements by June 2014. Throughout the pilot year, LEAs may form

teacher and principal task force groups to provide input on the implementation of the evaluation system. Each LEA's pilot process should answer at a minimum the following questions:

1. Did teachers receive meaningful and actionable feedback related to instructional feedback?
2. What percentage of teachers fell into each of the LEA's effectiveness categories? And, what information can be learned from the distribution of teachers?
3. What anecdotal feedback was collected from evaluates and evaluators during the pilot?
4. Were subject or grade-wide performance tasks able to be used for teachers in non-tested subjects? If not, what changes should be made for next year?
5. How were teachers and principals informed of the pilot? What changes to the system have been suggested by stakeholders?
6. What questions were raised about the systems which should be addressed proactively during full system rollout?

Participating LEAs have the opportunity to build on Long Beach USD's current work to engage teachers and principals in evaluation system development.

The participating LEAs agree to the common implementation timeline represented in the high quality plan below as the minimum pace for implementing their teacher and principal evaluation systems.

Table 14. High Quality Plan to develop and adopt newly developed School Quality – Educator Engagement (1/4)

Key Milestone or Activity	Timeline	Parties Responsible	Evidence of Progress (Attachment)	Resources (e.g., staff time, additional funding)	Significant Obstacles
CORE partners with external vendor to develop a student growth model which can be used in teacher evaluations	September 2013 through start of 2014-15 SY	• CORE selects external vendor with LEA input	• Updated documentation of the student growth model	• Engage with an external vendor • CORE requires additional resources to develop accountability growth model (which includes to student growth model) $500K	• Funding required • Selecting and engaging appropriate vendor
CORE executes secondary research to develop a student growth recommendation for non-tested subjects	September to November 2013	• CORE reviews USED webinars and other states' systems, meets with experts on student achievement for non-tested subjects	• Updated documentation of the student growth model	• CORE staff time, cost of expert time	• Funding required
CORE designs preliminary student growth model and educator evaluation system in consultation with experts	September 30, 2013 – January 15, 2014	• CORE develops student growth model to be used in teacher evaluations • CORE develops first draft of educator evaluation system	• Updated documentation of the student growth model • Updated documentation of the evaluation system	• CORE staff time • Engage a psychometrician • Engage experts for consultation	• Funding required • Selecting and engaging appropriate experts / psychometrician
LEAs invites feedback from local stakeholder groups on student growth model and evaluation system	January 15 – February 15, 2014	• LEA Superintendents	• Same as earlier feedback opportunity • Updated model documentation	• Dedicated LEA staff time	• Same as earlier feedback opportunity

Table 14. High Quality Plan to develop and adopt newly developed School Quality – Educator Engagement (2/4)

Key Milestone or Activity	Timeline	Parties Responsible	Evidence of Progress (Attachment)	Resources (e.g., staff time, additional funding)	Significant Obstacles
Reconvene superintendents and designees in January 14 to respond to concerns, comments, recommendations; modify if necessary, adopt	February 15, 2014	• CORE staff, LEA superintendents	• List of finalized guidelines	• CORE and LEA staff time; CORE has funding to pay experts as well as covenings	
Evaluation of participating LEAs systems to see if they meet CORE guidelines	February 15 – March 15, 2014	• CORE conducts a pro forma analysis	• Updated documentation of the evaluation system	• CORE and LEA staff time	• Participating LEAs may have non-compliant systems
Districts go through cycle to redesign or modify evaluation systems	March 15 – June 15, 2014	• CORE staff and LEA superintendents evaluate system and integrate new information and feedback	• Updated documentation of the evaluation system	• CORE and LEA staff time	
Districts participate, and engage representative teacher groups, representative principal groups, or collective bargaining units, in modifying evaluation systems to CORE waiver requirements	June 15 – August 15, 2014	• LEAs engage labor partners to modify evaluation systems • CORE facilitates bi-annual meetings for districts to collaborate, share best practices, and ensure local evaluation system meet framework outlined in MOU • Districts engage in the peer review process; CORE also reviews plans to ensure meet MOU	• Districts accountable to develop plan to engage partners, redesign, pilot process • Written documentation of updated evaluation systems that meet guidelines for each LEA	• LEA staff and meeting time • CORE and LEA staff time to convene • CORE already has funding to cover convening costs	• Early engagement of stakeholders will hopefully lead to buy-in of evaluation system

Table 14. High Quality Plan to develop and adopt newly developed School Quality – Educator Engagement (3/4)

Key Milestone or Activity	Timeline	Parties Responsible	Evidence of Progress (Attachment)	Resources (e.g., staff time, additional funding)	Significant Obstacles
Design pilot educator evaluation system for LEAs who redesigned or modified evaluation systems, including key questions to be answered by pilot	June – August 2014	• CORE and LEAs run initial pilot of evaluator systems to streamline full pilot implementation	• Updated plans for full pilot of evaluation system	• CORE and LEA staff time	
Educator evaluation system is piloted in 14-15 SY	2014-15 SY	• LEAs pilot evaluation system and meet with peers throughout the year to ensure system as implemented still meets guidelines • LEAs seek stakeholder input on implementation of system and may choose modifications	• Interim meetings throughout year with peers and stakeholders	• LEA staff time	• Early implementation challenges can be mitigated through peer support
Track LEA's aggregate distribution of teachers and principals by performance level	2014-15 SY	• LEAs commit to tracking distribution to ensure that poor and minority students are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers	• LEA internal documents which track teacher distribution	• LEA staff time	
Evaluate first year pilot of educator evaluation system; Solicit feedback from stakeholders (i.e. teachers and principals) and modify as necessary	June-August 2015	• CORE and LEAs identify whether the pilot was successful and make modifications over the summer for full implementation in 2015-16 SY	• Updated documentation of the evaluation system	• CORE and LEA staff time	

Table 14. High Quality Plan to develop and adopt newly developed School Quality – Educator Engagement (4/4)

Key Milestone or Activity	Timeline	Parties Responsible	Evidence of Progress (Attachment)	Resources (e.g., staff time, additional funding)	Significant Obstacles
Educator evaluation system is implemented across all districts	2015-16 SY	• CORE facilitates bi-annual meetings for districts to collaborate, share best practices, and ensure implemented local evaluation system meets guidelines • LEAs: Evaluation systems enter into peer review at the end of year 1 of implementation and at any time the evaluation changes as a result of an agreement with a districts' bargaining unit	• Peer review documents, CORE meeting agendas and minutes	• LEA and CORE staff time	• Early implementation challenges can be mitigated through peer and CORE support
Report data publically	2015-16 SY	• LEAs	• Evaluation data will be shared publically at the school and LEA level	• LEA staff time	

Table 15. Updated High-Quality Plan (10.24.14)

Key Milestone or Activity	Timeline	Parties Responsible	Evidence of Progress	Resources Needed	Potential Obstacles
Draft design developed for CORE Growth Model and how growth will be measured and used within teacher and principal evaluation systems for tested grades and subjects	COMPLETED	CORE staff LEA staff 3rd party advisors	Growth model parameters presented to CORE Board in December 2014 RFP for vendor selection.	CORE LEAs existing work and expectations in including academic growth in teacher and leader evaluation systems Other developing or designed state and district growth models	Reaching consensus of all CORE waiver districts on the design principles Making decisions in the absence of data (as we transition to new assessments) Staff capacity/Short time window
Draft design parameters developed for how growth will be measured and used within the teacher and principal evaluation systems for non-tested grades and subjects (NTGS)	COMPLETED	CORE Staff LEA Staff 3rd party advisors	Monthly CORE convenings and working groups Draft guidelines and toolkit presented to CORE Board in December 2014	CORE LEAs existing work and expectations in including academic growth in teacher and leader evaluation systems Other developing or designed state and district growth models for NTGS	Reaching consensus of all CORE waiver districts on the design principles Staff capacity/Short time window Timely access to advisors/other states/researchers

Table 15. Updated High-Quality Plan (10/24/14)

Key Milestone or Activity	Timeline	Parties Responsible	Evidence of Progress	Resources Needed	Potential Obstacles
Stakeholder engagement regarding draft design for growth model in both tested and NTGS	ON-GOING	CORE Staff LEA Staff	Stakeholder engagement feedback themes CORE-wide and Districts' decisions related to stakeholder feedback December Peer Review	Stakeholder Engagement Information and feedback structures	Meeting the needs of a range of stakeholders and communities CA State CTA opposition
Preliminary decision by CORE Board as to the design of the NTGS Growth Model and how growth will be measured within the School Quality Improvement Index	COMPLETED	CORE Board CORE Staff LEA Staff	CORE Board Decision Draft Common Educator Evaluation Guidelines document CORE Board / LEA information resource documents	Draft Common Educator Evaluation Guidelines document CORE Board / LEA information resource documents	Differences in needs amongst districts to reach CORE Board agreement. CA State CTA opposition

Table 15. Updated High-Quality Plan (10/24/14)

Key Milestone or Activity	Timeline	Parties Responsible	Evidence of Progress	Resources Needed	Potential Obstacles
Board final decision making regarding design for the CORE Growth model and its use in Educator Evaluation Systems in both tested and NTGS	ON-GOING	CORE Board CORE Staff LEA Staff	Final Common Educator Evaluation Guidelines document CORE Board information resource documents	Final Common Educator Evaluation Guidelines document CORE Board information resource documents Stakeholder engagement feedback summary themes	Differences in needs amongst districts to reach CORE Board agreement. Making decisions in the absence of data (transitioning to new assessments) CA State CTA opposition

ADDITIONAL CONSIDERATIONS

Reporting

As a tenet of the School Quality Improvement System, and more specifically in alignment with CORE's desire to improve student achievement by establishing a transparent, long-term, collaborative-wide accountability system, all participating LEAs agree to implement the developed measures outlined above in order to benchmark progress in teacher, principal, evaluation and to support system implementation. As part of the LEAs' agreement to report on implementation progress, participating LEAs will share data, reports, and evidence regarding progress in increasing student outcomes and closing the achievement gap and will:

- Track beginning no later than the 2017–2018 school year, LEAs aggregate distribution of teachers and principals by performance level, and will
- Report these data publicly by the 2017-2018 school year.

This process will be facilitated by CORE and supported by an external vendor with expertise in data aggregation, analysis, and reporting. Through the process of collecting and analyzing data on multiple occasions throughout the school year, participating LEAs will be able to provide annual actionable feedback and support to educators on a regular basis as part of an ongoing process of evaluation. And in this way, systems for support and evaluation will be used to support continuous improvement of instruction and function as a major tenet of this application. As participating LEAs create support and evaluation systems that meet local-level needs, we expect that educator effectiveness ratings for both teachers and principals will be used effectively to make staffing decisions such as recruitment, tenure, promotion, transfer, layoff, and dismissal, ensuring that every child has access to highly effective teachers and leaders.

CORE has developed a comprehensive communications plan for outreach and implementation of the School Quality Improvement System. (Appendix G.) This communication plan will be implemented across all participating LEAs and will focus on the multiple stakeholders to this waiver proposal – including, LEA staff, parents, students, higher education, the California Department of Education, and the U.S. Department of Education. This plan will ensure that all key areas are addressed, including but not limited to: student academic growth for all students and subgroups; distribution of effective teachers and principals across schools in participating LEAs; and measures of academic, student social-emotional indicators, and school culture and climate by LEA, school and subgroup.

Participation in School Quality Improvement System, Monitoring and Escalating LEA Interventions

All participating LEAs will be required to sign on to the CORE MOU and all of the MOU's associated responsibilities.

Once an LEA has become a part of the School Quality Improvement System, it will be subjected to consistent and careful monitoring described in the waiver proposal which will be afforded to all participating LEAs. This includes monitoring the implementation of performance measures at the student, teacher, principal, school and LEA levels – including all subgroups larger than 20 students.

If an LEA fails to meet the implementation, reporting and monitoring obligations as submitted in and peer-reviewed annual (June) School Quality Improvement System Implementation Report, CORE staff will support the LEA to design and apply implementation steps for successful implementation in the following year. The LEA will then submit a mid-year interim report by February 1 of year two participation for a second peer-review cycle. If the LEA still has not been able to fully implement the School Quality Improvement System based on the common evaluation rubric, by the 2nd Friday in April, CORE will notify

the Oversight Panel of the LEAs inability comply. The Oversight panel will make a decision whether or not to recommend to the USED if a waiver revocation is necessary due the LEA's inability to comply with full implementation. The USED is solely responsible for revocation of Waiver agreements.

LABEL	APPENDIX – TABLE OF CONTENTS	PAGE
A.	CORE Memorandum of Understanding	228
B.	CORE Organizational Charts	237
C.	CORE Mission, Goals & Governance Agreements	239
D.	Glossary of Terms	242
E.	ESEA Requested List of Attachments	250
F.	School Quality Improvement System Communication Plan	287
G.	Evidence of Consultation	292
H.	School Quality Improvement System Draft Peer Evaluation Rubrics	293
I.	CCSS Implementation Resource Links by LEA	299
J.	EES Handbook	309
K.	RFP for CORE Growth Model	391
L.	CORE SLO Guidebook	408
M.	Guidance for Scoring and Rating Evaluation	440
N.	Principle 3 Rubric Guide	446

APPENDIX A: CORE MEMORANDUM OF UNDERSTANDING

Participating LEA MOU Checklist

- ☐ Acquire signature of LEA superintendent
- ☐ Fill out additional fields as necessary
- ☐ No changes or alterations are allowed to the MOU
- ☐ Please refer to http://coredistricts.org/ for a detailed list of FAQs

Participating LEA
Memorandum of Understanding

DEFINITIONS
CORE (California Office to Reform Education): CORE is an organization that seeks to improve student achievement by fostering highly-productive, meaningful collaboration and learning among its ten **Member Districts**: Clovis, Fresno, Garden Grove, Long Beach, Los Angeles, Oakland, Sacramento, San Francisco, Sanger, and Santa Ana Unified. Together these districts serve more than one million Californian students and their families. The CORE board consists of the Superintendents of each member districts.

Participating LEA: Any CORE LEA (including, but not limited to CORE districts) agreeing to abide by the principles outlined in the MOU.

OVERVIEW
This Memorandum of Understanding ("MOU") is entered into by and between CORE and _____ ("Participating LEA"), and also represents the Participating LEA's agreement to abide by the principles outlined and agreed to by the CORE Member Districts, with input from other Participating LEAs. The Participating LEA County-District-School (CDS) code is: _____. The purpose of this agreement is to establish a framework of collaboration around continuous school improvement and preparing college and career ready graduates amongst the Member Districts and other Participating LEAs, as well to as articulate specific LEA roles and responsibilities in support of the approved Request for Flexibility application submitted by CORE. By signing this MOU, the Participating LEAs agree to be held responsible to the U.S. Department of Education (ED) for fulfilling the commitments outlined in Exhibit I of this document with support from CORE.

I. SCOPE OF WORK
Exhibit I, the Preliminary Scope of Work, indicates the Participating LEA is agreeing to implement CORE's proposed reform plans (in Exhibit I).

II. PROJECT ADMINISTRATION
A. DISTRICT/LEA RESPONSIBILITIES
Member Districts and Participating LEAs will implement the following tasks and activities described in the CORE Flexibility Request in full cooperation with CORE staff:

1. Participating LEAs agree to implement the Common Core State Standards, the School Quality Improvement System, and teacher and principal evaluation systems aligned to CORE Waiver requirements
2. All LEAs will provide, in a timely manner, all required reports, data, and evidence regarding progress in implementing the plans contained throughout this request
3. All LEAs will participate in meetings and communications as set by CORE staff

B. CORE STAFF RESPONSIBILITIES
In assisting Participating LEAs in implementing their tasks and activities described in the CORE Flexibility Request, CORE staff shall:

1. Facilitate meetings and set communication guidelines to enable LEAs to share progress made towards improvement plans
2. Contract with 3rd party vendors as directed by the CORE Board of Directors (e.g. 3rd party data aggregators.)
3. Facilitate the creation of the School Quality Improvement System Oversight Panel, prior to the first

meeting in January 2014. (As described in the overview narrative)

III. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties to this MOU, and in consultation with the CORE Board of Directors.

IV. DURATION/TERMINATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if the CORE Request for Flexibility is approved, ending upon the Flexibility Request period, or upon written, duly authorized mutual agreement of the parties, whichever occurs first.

The Memorandum of Understanding may also be terminated by the CORE Board of Directors in the event of non-compliance.

LEAs may choose to terminate their participation in the CORE Request for Flexibility following presenting the CORE Board and USED with a written intent to terminate.

VI. SIGNATURES

Participating LEA Superintendent (or equivalent authorized signatory) - required:

_____
Signature/Date

_____
Print Name/Title

Please print the name, title and email address of the individual submitting the MOU document:

Name:_____

Title:_____

Email:_____

Phone:_____

Exhibit I: PRELIMINARY SCOPE OF WORK

The LEA agrees to fully participate in implementing the following portions of the CORE Plan:

1. College and Career-Ready Expectations

A. Adopt college- and career-ready standards

i. LEA reaffirms that it has adopted the Common Core State Standards (CCSS)

B. Transition to college- and career-ready standards

i. LEA will develop and implement instructional plans, which include necessary pedagogical shifts and learning targets for engaging all students to master all standards (with additional attention to English Language Learners and students with disabilities), with full implementation in 2013-2014

ii. LEA may pilot CORE Member District (or locally) developed performance tasks aligned to the CCSS content and Smarter Balanced Assessment Consortium (SBAC). LEA will develop professional development plans for all teachers aligned to CCSS and SBAC (All CORE-Member designed, developed and archived PD shall be available for all Participating LEAs)

iii. LEA will engage all teacher leaders in CCSS and SBAC based professional development for preparation of CCSS implementation

C. Develop and administer annual, aligned, high-quality assessments that measure students growth

i. LEA will commit to adopting SBAC or Assessments once STAR sunsets in the 2014-2015 school year

LEA will agree to administer no later than the 2014–2015 school year alternate assessments based

on grade-level academic achievement standards for students currently tested under the California Modified Assessment (CMA) that are aligned with the LEA's college- and career-ready standards (timed to coincide with the introduction of SBAC). Students with the most significant cognitive disabilities will continue to be tested under California Alternate Performance Assessment (CAPA).

2. Recognition, Accountability, and Support

A. Develop and implement a consortium-based system of differentiated recognition, accountability, and support

i. LEA agrees to report all CORE requested data for schools and the LEA overall by the ESEA subgroups, including: ESEA racial subgroups, students in poverty, students with disabilities, and English language learner students for any ESEA subgroup with an N size greater than 20.

ii. LEA agrees to enter into partnership with CORE and a CORE-selected external data aggregator, including by sharing all CORE requested data and signing a data sharing agreement. LEA also agrees to the following:

1. LEA must share all CORE requested data with external data aggregator on the annual deadline set between CORE and the external data aggregator
2. LEA will have a 45 day grace period in which to resolve any outstanding data issues flagged by the external data aggregator
3. The CORE Board will vote on sharing Waiver-specific data externally on an as-needed basis

iii. LEA agrees to adopt the School Quality Improvement System (i.e., CORE Waiver accountability model). LEA may use additional measures for local, formative purposes, but each Participating LEAs will use the same School Quality Improvement System for the purposes of accountability and Annual Measurable Objectives (AMOs)

iv. LEA agrees to annually publicly report the School Quality Improvement Index which includes a score out of 100% and scores for each subcomponent at the school and LEA level by the ESEA subgroups (this information will also be reported centrally by CORE)

v. LEA will continue to administer (at a minimum) all state required assessments and any included in the CORE accountability model

vi. The LEA agrees that the following measurements (at a minimum) will be incorporated into the School Quality Improvement Index:

1. ELA assessments at every grade level of State administration
2. Mathematics assessments at every grade level of State administration
3. Writing assessments at every grade level of State administration
4. Science assessments at every grade level of State administration
5. History/Social Science at every grade level of State administration
6. Any State administered subject assessment as new assessments come online (e.g., an assessment associated with Next Generation Science Standards)
7. 4-, 5- and 6-year cohort graduation rate for high school accountability
8. Persistence rate to 10th grade for middle school accountability

9. Social and Emotional and Culture and Climate indicators to be determined during School Quality Improvement Index development.

vii. The LEA will ensure that the assessments used for accountability provide appropriate accommodations for English Learners

viii. LEA will include in the School Quality Improvement Index Academic Domain proficiency and growth performance for students with disabilities, including proficiency and growth on alternate assessments based on grade-level academic achievement standards for students currently tested under the California Modified Assessment (CMA) – until SBAC implementation in 2014-2015 - and alternate assessments based on alternate academic achievement standards (e.g., (CAPA) for students with the most significant cognitive disabilities

ix. No more than 1% of students will be eligible for inclusion in the School Quality Improvement Index based upon their CAPA score. Prior to SBAC implementation in 2014-2015, no more than 2% of students can be included using the CMA scores. 0% of students can be included using the CMA scores thereafter

B. Set ambitious but achievable annual measurable objectives

i. Participating LEAs will agree to implement the School Quality Improvement Goal (i.e., CORE Waiver AMO target) aligned to the expectation that students will graduate college and career ready. See Waiver narrative for additional detail.

ii. LEA acknowledges that while rewards and sanctions will be based off the School Quality Improvement System, a school's progress against the current California NCLB Workbook and Academic Performance Index will still be made public by the California Department of Education

C. LEA developed (CORE facilitation available) interim assessments are recommended in other grades and non-tested subjects as interim formative measures

D. Create a system for identifying and incenting Reward schools based on CORE Member District established guidelines

i. Using LEA data, CORE will identify and report to the LEA reward schools based on schools' overall performance on the School Quality Improvement Index score in two categories:
   1. Highest- Performing, recognizing the highest achieving schools (and those that have met their CORE Waiver AMO) for performance of all students and ESEA subgroups
   2. Highest-Progress, recognizing schools that have made the greatest strides towards improving student achievement for all students and ESEA subgroups

ii. Participating LEAs and CORE will report to the public lists of reward schools in two categories based on the School Quality Improvement System

iii. LEA will employ all agreed upon rewards as called for in the Waiver

E. Create a system for identifying and supporting interventions for Priority schools and Focus schools based on CORE district established guidelines

i. Using LEA data, CORE will identify and report to the LEA priority and focus schools based on schools' overall performance on the School Quality Improvement System
ii. Participating LEAs and CORE will report to the public lists of priority schools and focus schools
iii. LEA will employ all agreed upon interventions as called for in the Waiver

F. Build CORE, LEA, and school capacity to improve student learning

i. LEA agrees to be part of a process jointly holding all Participating LEAs accountable for student achievement and growth through reporting, sharing and transparency
ii. LEA agrees to collaborate with and support other Participating LEAs in the area of curriculum, instructional alignment, alignment of LEA expenditures to instructional priorities, development and monitoring of improvement plans and professional development strategies
iii. LEA will support and enable 1) Its Focus and Priority schools to receive technical assistance from Reward schools as well as to use Title I "set aside" funds to pay for, if necessary, the minimal cost of travel, training and release time for their reward school partner and 2) Its Reward schools to provide technical assistance to Focus and Priority schools (at a reasonable level, where schools are deemed to be appropriately similar with respect to the challenges they face and their unique characteristics)
iv. All schools not identified as Reward, Priority, or Focus will be responsible for funding any professional development or technical assistance provided through the CORE network. This work is voluntary unless a school does not meet AMOs, as defined in Section B above

3. Effective Instruction and Leadership

A. Develop and adopt guidelines for local teacher, principal and superintendent evaluation and support systems

i. The LEA agrees to adopt guidelines identified in the CORE Waiver by December 1, 2013 for teacher, principal and superintendent evaluation and support systems that includes the following:
    1. A common set of educator effectiveness indicators, that meaningfully differentiate among teaching effectiveness using at least three levels of performance
    2. Classroom observation procedures that provide teachers with quality feedback regarding instructional practice, aligned to adopted educator effectiveness standards
    3. At least one significant component based on a measure of student academic growth
    4. Data collection with sufficient frequency to provide a basis for evaluation
    5. Support for growth and capacity building
    6. Promote and strengthen teacher collaboration to inform classroom instruction for increased academic achievement
ii. LEAs will incorporate student growth in the teacher and principal evaluation systems using

one of the options outlined in the Waiver narrative

iii. Under one of the options outlined in the Waiver narrative, student growth will be calculated using the CORE-developed growth model (to be developed by the 2014-2015 school year). However, if an LEA currently uses or seeks to use another high quality student growth model, the LEA will have the opportunity to apply to CORE for the option to use an alternative method, provided the LEA provides a strong research-based rationale.

iv. The LEA will have the flexibility to develop additional local measures to address local context (i.e., parent/student surveys, self-assessment, etc.)

v. The LEA will develop and implement teacher remediation systems and processes including (at least) the following elements:

1. Comprehensive remediation plans to improve instruction and performance for permanent teachers identified in the lowest performance category
2. Voluntary remediation plans to improve instruction and performance for teachers in the second lowest category of performance, including 1-on-1 mentoring

vi. Include educator effectiveness ratings from evaluations when making staffing decisions such as: Recruitment, Promotion, Tenure, Transfer, Layoff and Dismissal

B. Implement teacher, principal and superintendent evaluation and support systems

i. The LEA agrees to implement the developed measures outlined above for benchmarking progress in teacher, principal and superintendent evaluation and to support system implementation

ii. The LEA agrees to report on implementation progress

iii. The LEA will track beginning no later than the 2014–2015 school year, the aggregate distribution of teachers and principals by performance level, and will report this data publically by the 2015-2016 school year

4. Continuous learning

A. The LEA agrees to be part of a learning collaborative and to participate in shared activities and costs around continuous improvement. Such activities will be CORE District-developed and may include, but not be limited to:

i. Data collection
ii. Peer review and monitoring
iii. Peer assistance and support

5. Costs

A. The LEA agrees to maintain compliance with all Federal Guidelines related to Title I expenditures use previously held Title I funds intended for NCLB sanctions for the following school and LEA activities and programs, in descending order:

i. School interventions and supporting programs for:

1. Priority
2. Focus
3. Other Title 1 schools
4. Low-Achieving student groups (SWD, ELL, low-achieving)

ii. Support for school partnering teams for Priority and Focus schools (as required by Waiver interventions)

iii. Support for communities of practice

iv. Waiver implementation at the LEA level

v. Extended learning time including but not limited to before, after school, and summer learning programs
vi. CCSS implementation and assessment transition in Title I schools
    1. Extending STEM programs in Title I schools
vii. Stakeholder outreach and Parent/Guardian engagement
viii. Transportation to support school-choice (if district chooses)

B. The LEA agrees to utilize general education discretionary funds for items that are not Title 1 Fund eligible

C. The LEA agrees that Title I funds that were previously held as Program Improvement set aside funds specifically earmarked for school choice/transportation and Supplemental Educational Services cannot be used to supplant programs and expenditures typically funded with other sources

6. External Providers

A. If a LEA chooses to engage with an external provider for any services associated with the Waiver, the LEA will be responsible for employing district-designed processes for sourcing and vetting, as well as monitoring the effectiveness, of any external partners or providers districts use as part of the Waiver

B. An LEA agrees to undertake a formal review of the provider prior to renewing a contract or on an annual basis, whichever occurs first.

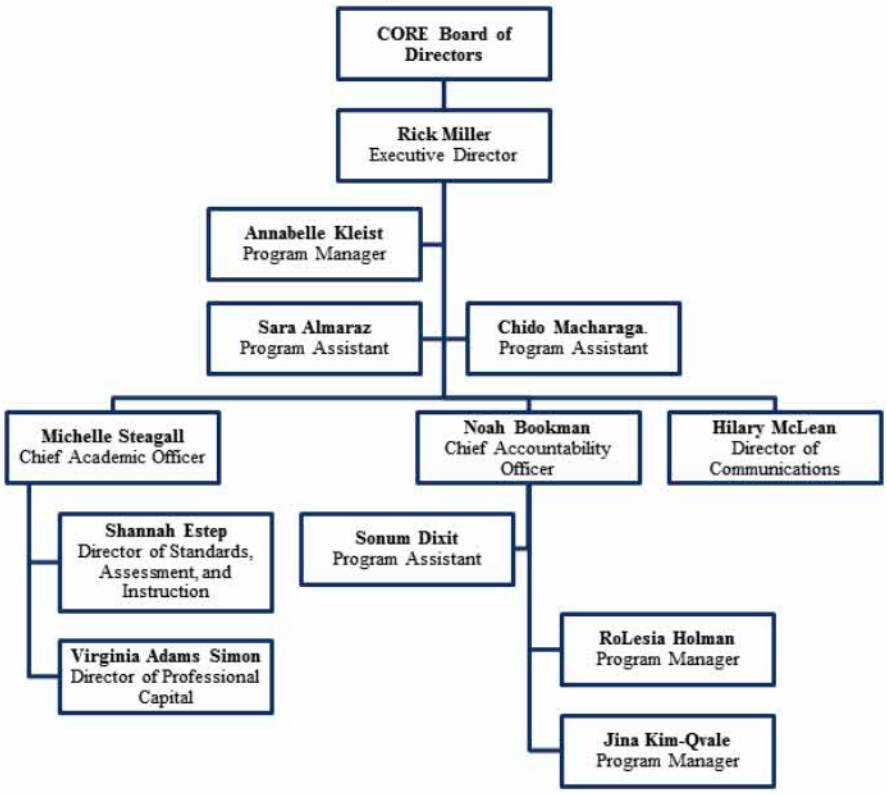
APPENDIX B: CORE ORGANIZATIONAL CHARTS

CORE
CALIFORNIA OFFICE TO REFORM EDUCATION

CORE Board of Directors

Jose Banda Board Member Superintendent Sacramento City Unified School District	**Jose Banda** Board Member Superintendent Sacramento City Unified School District	**Michael Hanson** Board President Superintendent Fresno Unified School District	**Gabriela Mafi** Board Member Superintendent Garden Grove Unified School District
Rick L. Miller Board Member Superintendent Santa Ana Unified School District	**Matt Navo** Board Member Superintendent Sanger Unified School District	**Ruth Perez** Board Member Deputy Superintendent of Instruction Los Angeles Unified School District	**Chris Steinhauser** Board Member Superintendent Long Beach Unified School District
	Antwan Wilson Board Member Superintendent Oakland Unified School District	**Janet Young** Board Member Superintendent Clovis Unified School District	

CORE Organizational Chart



APPENDIX C: CORE MISSION, GOALS & GOVERNANCE AGREEMENTS

CORE
CALIFORNIA OFFICE TO REFORM EDUCATION

Board of Directors

Michael Hanson
Board President
Fresno Unified School District

Janet L. Young, Ph. D
Clovis Unified School District

Laura Schwalm, Ph. D
Garden Grove Unified School District

Chris Steinhauser
Long Beach Unified School District

John E. Deasy, Ph. D
Los Angeles Unified School District

Tony Smith, Ph. D
Oakland Unified School District

Jonathan Raymond
Sacramento City Unified School District

Richard Carranza
San Francisco Unified School District

Marc Johnson
Sanger Unified School District

Thelma Meléndez de Santa Ana, Ph. D
Santa Ana Unified School District

Bonnie Reiss
Board Member Emeritus
Former California Secretary of Education

Rick Miller
Executive Director

The California Office to Reform Education (CORE) is a nonprofit organization that seeks to improve student achievement by fostering highly-productive, meaningful collaboration and learning between its member school districts: Clovis, Fresno, Garden Grove, Long Beach, Los Angeles, Oakland, San Francisco, Sanger, and Santa Ana Unified School Districts. Together these districts serve more than one million Californian students and their families.

Why is CORE needed?

CORE exists so that innovative school reform efforts already underway within each individual district are enhanced, expanded, and accelerated though collaboration. CORE districts work together to identify shared goals for systemic reform and to develop and implement strategies to achieve those goals. By working with and learning from each other, the districts strive to improve student achievement and close the achievement gap so that all students are prepared for college and the workforce in the competitive global economy.

What is CORE doing?

In order to change the paradigm through partnership, CORE has established three specific areas of collaboration:

- **Standards, Assessment, and Instruction**

Effectively implementing common core standards in English Language Arts and math, including aligned assessments, instructional materials, and professional development;

- **Talent Management**

Developing, supporting, and empowering great teachers and school leaders through improved recruitment, preparation, and professional support systems, including an effective teacher and principal evaluation system;

- **Building capacity for improvement**

Sharing and using information, knowledge, and experience across districts more effectively to improve instruction and foster systems of continuous improvement, particularly in support of struggling schools.

CORE as a leader of transformative change

CORE districts are working together to address a common set of high-priority challenges in education. CORE staff coordinates and facilitates the collaboration, and ensures ongoing communication between, among, and about the districts to advance the work. As a result, education leaders across California will benefit from new, more efficient, sustainable, and easily-leveraged strategies for improving teaching and learning at a more rapid, sustainable, and scaled pace.

CORE GOVERNANCE AGREEMENTS

I. Board Membership

a. The board is comprised of the Superintendents of the participating member school districts.
b. Board members can also be additional individuals approved by a supermajority of the sitting board members.
c. The board is led by three officers: *President, Vice President, and Secretary*.
d. Officer responsibilities are as follows:
    i. *President:* presides over meetings; sets Board meeting agendas; ensures continuity of board leadership
    ii. *Vice President:* presides over meetings in President's absence; serves a president-elect after the president's second term and then assumes the role of President.
    iii. *Secretary:* oversees proper documentation, execution, and archiving of all board proceedings, decisions, and commitments.
e. Board terms begin July 1 and end June 30th, in order to coincide with school year.
f. Officers serve three year terms, renewable twice.
g. Superintendents serve as CORE Board members for the duration of their superintendency and/or district's participation in CORE, whichever is longer. In other words, once a superintendent leaves his/her school district, the incoming superintendent of that district partner assumes a position on the CORE board of directors.
h. Non-superintendent Board Members serve three year terms, renewable up to two times.

II. School District Membership

a. Charter Membership:
    i. The following school districts are charter members of CORE: Clovis; Fresno; Long Beach; Los Angeles; Sacramento; San Francisco; Sanger
b. New Membership
    i. New District Members can be appointed by supermajority of the board if they agree to adhere to the partnership design principles and organizational commitments.
c. Termination of Membership
    i. District participation will be evaluated at the May Board meeting each year.
    ii. If a district is demonstrating significant challenge in maintaining a high standard of commitment to the partnership principles or operational agreements (see Appendix 1), the board can move that that district's participation in the partnership be terminated at the end of the school year. This motion will be voted on by unanimous consent of the board members present at that meeting.
    iii. A district can opt out of the partnership at the end of a school year by writing a formal letter of resignation to the Board of Directors.

III. Meetings

a. The Board officially meets in person a minimum of three times a year to coincide with key strategic planning cycles for CORE programs:
    i. in August to finalize goals and objectives for the coming school year;
    ii. in January to approve the official fiscal year budget and to check-in on mid-year

program implementation; and

iii. in May to review the year's programmatic work and review the Executive Director's performance.

b. The board and/or Executive can call additional meetings at any time, in person or through the use of technology

c. Meeting are always most productive when Superintendents are present. In his/her absence, a Superintendent or Board members can appoint a senior-level deputy to represent the district, who is empowered as a decision-maker.

IV. Succession Planning

a. Board members agree to support each other in developing clear district succession plans to ensure continuity of leadership of their respective districts—and, in doing so, for leadership of the CORE Board.

b. Board members agree to ensure awareness, buy-in, and long term commitment the CORE work into his/her respective district to ensure sustainability during times of leadership transition.

c. Board agrees to work with his/her internal district leaders, school board, community members to help ensure continuity of membership and participation in CORE beyond their terms as Superintendent.

V. Executive Director

a. The CORE Board of Directors appoints the Executive Director.

b. The Executive Director is responsible for programs, budget, fundraising, and staffing.

c. The Executive Director's performance is reviewed annually by the board.

VI. Budget and Fundraising

a. Board Members approve an annual budget.

b. Board members agree to identify opportunities and support fundraising efforts in order to achieve the mission and goals of the partnership.

c. Board members agree to recuse themselves when a conflict of interest arises in matters of fundraising.

d. Board members agree judiciously to review and approve all grant requests prior to submission to funders, or to appoint a senior member of his/her team to do so.

VII. Communication

a. The Executive Director agrees to send regular communications to Board members to inform them of the ongoing work and of relevant local, state, and national opportunities and contexts.

b. Board members agree to regular communications with each other- the strength of CORE is in the exchange of information and ideas.

APPENDIX D: GLOSSARY OF TERMS

Academic Performance Indicator (API): The API is the cornerstone of California's academic accountability requirements. It measures the performance and growth of schools based upon results of statewide tests at grades two through twelve. API reports provide information about whether schools meet state requirements under the Public Schools Accountability Act (PSAA) of 1999. Similarly, AYP and PI reports provide information about whether schools and local educational agencies (LEAs) meet federal requirements under the Elementary and Secondary Education Act (ESEA).

Accountability: The notion that people (e.g., students or teachers) or an organization (e.g., a school, school district, or state department of education) should be held responsible for improving student achievement and should be rewarded or sanctioned for their success or lack of success in doing so.

Achievement Gap: A consistent difference in scores on student achievement tests between certain groups of children and children in other groups. The data document a strong association between poverty and students' lack of academic success as measured by achievement tests. And while poverty is not unique to any ethnicity, it does exist in disproportionate rates among African Americans and Hispanics, and among English learners. The reasons behind the achievement gap are multifaceted. They do to some degree stem from factors that children bring with them to school. However, other factors that contribute to the gap stem from students' school experiences.

ACT: A set of college admissions tests and the organization that makes them, the American College Testing Program, located in Iowa City, Iowa. Most colleges now accept either the SAT or the ACT for admissions purposes.

Adequate Yearly Progress (AYP): Adequate Yearly Progress is a set of annual academic performance benchmarks that states, school districts, schools, and subpopulations of students are supposed to achieve if the state receives federal funding under Title I, Part A of the federal No Child Left Behind Act (NCLB). In California, the measures include: (1) specified percentages of students scoring "proficient" or "advanced" on California Standards Tests in English language arts and math; (2) participation of at least 95% of students on those tests; (3) specified Academic Performance Index scores or gains; and (4) for high schools, a specified graduation rate or improvement in the rate.

A-G Courses: The set of 15 one-year college prep courses high school students must take to be eligible to enter either the California State University (CSU) or University of California (UC) systems. Required a-g courses beginning with the class of 2003 and beyond include: (a) Two history/social science; (b) Four English language arts; (c) Three math (through Algebra II or Integrated Math III); (d) Two laboratory science (two different disciplines); (e) Two foreign language (same language); (f) One visual/performing arts; and (g) One elective from the above subjects. Students must also meet other criteria to gain admission to the university systems.

Annual Measurable Objective (AMO): A measurement used to determine compliance with the federal No Child Left Behind Act (NCLB). States must develop annual measurable objectives (AMOs) that will determine if a school, district, or the state as a whole is making adequate yearly progress (AYP) toward the goal of having all students proficient in English language arts and mathematics by 2013-14. For California, the AMOs are the percent of students that must score proficient or advanced on English language arts and

mathematics tests aligned with state content standards (such as the California Standards Tests and the California High School Exit Exam). For example, for an elementary school in 2004-05, the AMO in English language arts is that 24.4% of its students must test proficient or above on the California Standards Test in that subject.

Assessment: Another name for a test. An assessment can also be a system for testing and evaluating students, groups of students, schools, or districts. (See STAR.) Under the federal No Child Left Behind Act (NCLB), schools must administer tests in each of three grade spans: grades 3-5, grades 6-9, and grades 10-12 in all schools. Beginning in the 2005-06 school year, tests must be administered every year in grades 3 through 8 in math and reading. Beginning in the 2007-08 school year, science achievement must also be tested.

California Alternate Performance Assessment (CAPA): A test for students with severe disabilities who are unable to participate in the STAR program, even with accommodations. Rather than multiple-choice questions, CAPA is open-ended, with teachers assisting in recording the answers.

California Center for the Future of Teaching and Learning: The Center for the Future of Teaching and Learning at WestEd is dedicated to strengthening teacher development policy and practice. WestEd is a research, development, and service agency whose mission is to promote excellence, achieve equity, and improve learning for children, youth, and adults. Since its inception in 1966, WestEd has been guided by knowledge from research and practice, drawing on an ever-growing and constantly refined database in development.

California Collaborative on District Reform: The California Collaborative on District Reform joins researchers, practitioners, policymakers, and funders in ongoing, evidence-based dialogue and collaborative activity to improve instruction and student learning for all students in California's urban school systems.

California Department of Education (CDE): The California Department of Education is an agency that oversees public education, including funding and testing, and holds local educational agencies (LEAs) accountable for student achievement. Its stated mission is to provide leadership, assistance, oversight, and resources so that every Californian has access to a good education. The State Board of Education is the governing and policy-making body, and the State Superintendent of Public Instruction is the nonpartisan elected executive officer.

California English Language Development Test (CELDT): A test for students whose primary language-as reported by their parents-is not English. These students take the CELDT upon initial enrollment and annually thereafter until it is determined that they have mastered English. At that point they are reclassified as fluent English proficient (FEP) and are no longer counted as part of a school's English learner (EL) population. The CELDT evaluates listening, speaking, reading, and writing skills.

California High School Exit Exam (CAHSEE): A state exam that California public high school students, beginning with the class of 2006, must pass in order to graduate. The exit exam is not a college entrance or honors exam. Instead, its purpose is to test whether students have mastered the academic skills necessary to succeed in the adult world. It is a pass-fail exam divided into two sections: English language arts (reading and writing) and mathematics. Sophomores, juniors, and seniors can take the test. Once students pass a section of the test, they do not take that section again.

California Modified Assessment (CMA): California Modified Assessments are tests based on modified

achievement standards for students with disabilities in grades 3–8 whose IEP team has determined that neither the CAPA nor the CST is the appropriate assessment.

California Office to Reform Education (CORE): CORE is a nonprofit organization that seeks to improve student achievement by fostering highly-productive, meaningful collaboration and learning between its 10 member school districts: Clovis, Fresno, Garden Grove, Long Beach, Los Angeles, Oakland, Sacramento City, San Francisco, Sanger, and Santa Ana Unified School Districts. Together these districts serve more than one million Californian students and their families.

California Standards for the Teaching Profession (CSTP): Professional standards adopted by the California Commission on Teacher Credentialing in 1997 to guide teacher preparation programs and new teacher assessments. These standards are organized around six interrelated categories of teaching practice: 1) engaging and supporting all students in learning; 2) creating and maintaining effective environments for student learning; 3) understanding and organizing subject matter for student learning; 4) planning instruction and designing learning experiences for all students; 5) assessing student learning; and 6) developing as a professional educator.

California Standards Tests (CSTs): Tests that are part of the Standardized Testing and Reporting (STAR) program and are based on the state's academic content standards-what teachers are expected to be teaching and what students are expected to be learning. The assessments are primarily multiple choice and cover four subject areas: English language arts (grades 2-11); mathematics (grades 2-11); history/social science (grades 8, 10, and 11); and science (for grades 5, 8, 10, and high school students who are taking specific subjects like biology, chemistry, or integrated science). CSTs are criterion-referenced tests, and students are scored as "far below basic, below basic, basic, proficient, and advanced." The state goal is for every student to score at "proficient" or above. Only California students take these standards-based tests so their results cannot be compared to test scores of students in other states or nations.

Common Core State Standards (CCSS): CCSS describe the knowledge and skills in English Language Arts and Mathematics that students will need when they graduate, whatever their choice of college or career. These sets of standards define the knowledge and skills students should have to succeed in entry-level, credit-bearing, academic college courses and in workforce training programs. This state-led effort is coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO).

Community of Practice: A group of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly.

ConnectEd: The California Center for College and Career: ConnectEd: The California Center for College and Career is dedicated to advancing practice, policy, and research aimed at helping young people prepare for *both college and career* through Linked Learning — a high school improvement approach.

CORE Districts: There are 7 of the 10 total CORE Districts applying for the Waiver including: Fresno, Long Beach, Los Angeles, Oakland, Sacramento City, San Francisco, Sanger, and Santa Ana Unified School Districts. Together these districts serve more than one million California students and their families. CORE Districts do not include Participating LEAs.

County Office of Education (COE): The agency that provides, in general, educational programs for certain students; business, administrative, and curriculum services to school districts; and financial oversight of districts.

These services are affected by the size and type of districts within the county, the geographical location and size of the county, and the special needs of students that are not met by the districts. Each of California's 58 counties has an office of education.

Danielson's Framework for Teaching: The Framework for Teaching is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into 22 components (and 76 smaller elements) clustered into four domains of teaching responsibility.

Disparity: The unequal or inequitable treatment of one group as compared to another.

Disproportionality: Disproportionality refers to comparisons made among groups of students by race or ethnicity that are identified for special education services. Where students from particular racial or ethnic groups are identified either at a greater or lesser rate than all other students then that group may be said to be disproportionately represented in special education. In some cases, the percentage of an ethnic or racial group may be less than what is found in the population in general. In this case, the group may be described as underrepresented. Conversely, when a particular ethnic or racial group is represented in special education at a greater rate than the population in general, that group is said to be overrepresented.

Dropout: A grade 7-12 student who left school prior to completing the school year and had not returned by Information Day (a day in October when students throughout the state and counted and enrollment is determined). Students are not considered dropouts if they receive a General Education Development (GED) or California High School Proficiency Examination (CHSPE) certificate, transfer to another high school or to a college, move out of the United States, are suspended or sick that day, or will be enrolling late.

Dropout Rate: California uses two approaches for determining the number of students who drop out of high school. The one-year dropout rate is calculated using enrollment data submitted by school districts and simply indicates how many students in grades 7-12 districts reported as dropouts in a given year. The four-year derived dropout rate is an estimate of the percent of students who would drop out between ninth and 12th grade based on data collected for a single year.

Elementary and Secondary Education Act (ESEA): The principal federal law affecting K-12 education. The No Child Left Behind Act (NCLB) is the most recent reauthorization of the ESEA. Originally enacted in 1965 as part of the War on Poverty, ESEA was created to support the education of the country's poorest children and that remains its overarching purpose. Congress must reauthorize it every six years. Each reauthorization of ESEA has made some changes, but NCLB was the most dramatic revision of the act since its creation. Its provisions represent a significant change in the federal government's influence in public schools and districts throughout the United States, particularly in terms of assessment and teacher quality.

English Learner (EL): Students whose home language is not English and who qualify for extra help. EL students were formerly known as "Limited English Proficient" (LEP). (See CELDT.)

ESEA Flexibility: The U.S. Department of Education has invited each State educational agency (SEA) to request flexibility regarding specific requirements of the No Child Left Behind Act of 2001 (NCLB) in exchange for rigorous and comprehensive State-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction.

Equity: The belief that state governments have an obligation to equalize students' access to educational opportunities and thus life chances. During the 1970s and 1980s, many state courts found great disparities in base per pupil spending between high and low property-wealth districts. They mandated that these funding disparities be eradicated. In placing districts on a level playing field, the courts often invoked equal protection clauses in state constitutions.

Graduation Rate: There are two approaches for determining the number of students who earned high school diplomas. One approach takes the number of graduates and divides it by graduates plus dropouts over the last four years. This method can overestimate the graduate rate because local schools often under-report the number of students who drop out. A second graduation rate calculation divides the number of graduates by the ninth-grade enrollment four years prior. This method can underestimate the graduation rate in part because it does not account for students who graduated early, moved, or took alternative paths such as passing the California High School Proficiency Exam.

Local Education Agency (LEA): A public board of education or other public authority within a state that maintains administrative control of public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a state. School districts and county offices of education are both LEAs. Sometimes charter schools function as LEAs.

Linked Learning Alliance: The Linked Learning Alliance is a statewide coalition of education, industry, and community organizations dedicated to improving California's high schools and preparing students for postsecondary education and career.

Memorandum of Understanding (MOU): The purpose of the MOU is to establish a framework of collaboration amongst the CORE Districts and other Participating LEAs, as well to as articulate specific LEA roles and responsibilities in support of CORE in its implementation of an approved Request for Flexibility application. By signing this MOU, the Participating LEAs agree to be held responsible to the U.S. Department of Education (ED) for fulfilling the commitments outlined in Exhibit I of the MOU with support from CORE.

Multiple Measures: An approach that relies on more than one indicator to measure a student's academic strengths and weaknesses. Measures can include grades, teacher comments, collected samples of a student's work, and standardized test scores. Similarly, multiple measures can be used to evaluate school and school district performance. These might include students' standardized test scores, graduation rates, and dropout rates.

National Assessment of Educational Progress (NAEP): A national test that is given to specific grade levels in specific subjects every other year. A small sample of student representative of the state are tested. NAEP test scores can be compared to national averages. California participates in NAEP, though not all states do. (See NAEP under Nationally Administered Tests.)

No Child Left Behind Act (NCLB): The 2002 reauthorization of the Elementary and Secondary Education Act (ESEA). Originally passed in 1965, ESEA programs provide much of the federal funding for K-12 schools. NCLB's provisions represent a significant change in the federal government's influence in public schools and districts throughout the United States, particularly in terms of assessment, accountability, and teacher quality. It increases the federal focus on the achievement of disadvantaged pupils, including English learners and students who live in poverty, provides funding for "innovative

programs" such as charter schools, and supports the right of parents to transfer their children to a different school if their school is low-performing or unsafe.

NCLB Title I: A federal program that provides funds for educationally disadvantaged students, including the children of migrant workers. Funding is based on the number of low-income children in a school, generally those eligible for the free/reduced price meals program. Title I is intended to supplement, not replace, state and district funds. The funds are distributed to school districts, which make allocations to eligible schools according to criteria in the federal law. Schools receiving Title I monies are supposed to involve parents in deciding how those funds are spent and in reviewing progress. Title I used to be called Chapter One. Part A provides basic grants for school improvement, while Part B focuses on helping schools improve their reading programs. Parts C through I provide funding for a variety of purposes, including advanced placement programs and dropout prevention.

Participating LEA: Participating LEAs are California school districts and charter schools/management organizations that opt to sign the MOU and agree to be held responsible for implementation of and accountability to all commitments outlined in the CORE waiver application and MOU Participating LEAs include CORE Districts.

Policy Analysis for California Education (PACE): Policy Analysis for California Education (PACE) is an independent, non-partisan research center based at Stanford University, the University of California – Berkeley, and the University of Southern California. PACE seeks to define and sustain a long-term strategy for comprehensive policy reform and continuous improvement in performance at all levels of California's education system, from early childhood to post-secondary education and training. PACE bridges the gap between research and policy, working with scholars from California's leading universities and with state and local policymakers to increase the impact of academic research on educational policy in California.

Proficiency: Mastery or ability to do something at grade-level. In California, students take California Standards Tests (CSTs) and receive scores that are grouped in five achievement bands ranging from "far below basic" to "advanced." The state goal is for all students to score at "proficient" or "advanced."

Propositions 98 and 111: Voter-approved initiatives that amended the California Constitution in 1988 and 1990 to guarantee a minimum amount of funding from property and state taxes for K-14 (kindergarten through community college) education each year. This guarantee of a minimum funding level is unique in the nation. The propositions included formulas for calculating the guarantee under different economic conditions. Proposition 98 also mandated School Accountability Report Cards (SARC) that covers at least 13 required topics such as test scores, dropout rates, and teacher qualifications.

Race to the Top (RTT): A competitive federal grant program run by the U.S. Department of Education that began in 2009 and provides a total of $4 billion in one-time grants to a handful of states that have created conditions for bold, comprehensive action in four reform areas described in the American Recovery and Reinvestment Act (ARRA).

REL West: The Regional Educational Laboratory West (REL West) at WestEd, serving Arizona, California, Nevada, and Utah, is part of a national network of 10 RELs whose mission is to provide research, analytic support, and resources that increase the use of high-quality data and evidence in education decision-making. Most REL work is carried out in partnership with educators—from state and local decision-makers to district and school support providers and practitioners—through eight regional research alliances.

School Accountability Report Card (SARC): An annual report on specified aspects of a school's operation, which is required as part of Proposition 98. Other state legislation and the federal No Child Left Behind Act (NCLB) also require SARCs. (See Propositions 98 and 111.)

School Improvement Program (SIP): A plan for an improved education program developed by a school site council composed of staff, parents, and students (high schools only). Initiated in the late 1970s, SIP programs are in the vast majority of California schools. SIP is one of the few categorical programs that provide discretionary money directly to schools. Typical uses are for instructional aides, classroom materials, technology, and staff development.

School Quality Review (SQR): A School Quality Review is an external, unbiased validation of the school's work and effectiveness. The SQR program is designed to assist districts in developing a clear picture of the quality of education provided in its schools. It provides schools a comprehensive report that outlines their strengths, areas for development, plus challenges and successes, which enable them to identify priorities for improvement, monitor program delivery, and evaluate student learning outcomes. In essence, it is a powerful formative tool used to guide districts and schools as they engage in the cycle of continuous improvement.

Single School Plan for Student Achievement: The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA. All SPSAs require superintendent and school board approval.

School Site Council: California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.

Smarter Balanced Assessment Consortium (SBAC): Smarter Balanced is a state-led consortium developing assessments aligned to the Common Core State Standards in English language arts/literacy and mathematics that are designed to help prepare all students to graduate high school college- and career-ready. California is part of the SBAC, one of two multistate consortia awarded funding from the U.S. Department of Education to develop an assessment system based on the CCSS. The summative assessment system will be field-tested in the 2013-14 school year in CORE Districts and across California.

Standards: Degrees or levels of achievement. The "standards movement" began as an informal effort grown out of a concern that American students were not learning enough and that American schools did not have a rigorous curriculum. The U.S. Congress adopted this concept more formally with its 1994 reauthorization of the federal Title I program.

Standardized Test: A standardized test is a test that is in the same format for all takers. It often relies heavily or exclusively on multiple-choice questions. The testing conditions-including instructions, time limits, and scoring rubrics-are the same for all students, though sometimes accommodations on time limits and instructions are made for disabled students. Reporting of scores to parents, students, or schools is the

same. The procedures used for creating the test and analyzing the test results are standardized.

Standardized Testing and Reporting (STAR) Program: A statewide testing system that was enacted in 1997 and required the State Board of Education to select one nationally published test for second- through 11th-grade public school students and to publicize school district and state scores on the Internet in July every year. STAR now has three elements: 1) California Standards Tests (CSTs), which are based on the state's academic content standards; 2) California Achievement Tests, Sixth Edition Survey (CAT/6), a nationally normed, standardized, multiple-choice, basic-skills test that is given only to third and seventh graders; and 3) Aprenda 3, La prueba de logros en español, Tercera edición, a norm-referenced test that is administered to Spanish-speaking English learners who have been in school in the United States fewer than 12 months when tested or who were receiving instruction in Spanish regardless of how long they have been in school in the United States. The Aprenda 3 is gradually being replaced by a designated primary language test. California only administers tests in Spanish for this purpose. That test is known as the Standards-based Tests in Spanish (STS). Student achievement on certain STAR tests largely determines a school's statewide ranking.

State Board of Education (SBE): State Board of Education (SBE) is appointed by the governor with the approval of the state Senate. It is the governing body for the California Department of Education. The SBE is responsible for approving curriculum frameworks, textbooks, statewide assessments, and standards for student performance. It acts as a court of appeals for local decisions (e.g., school district reorganization).

State Education Agency (SEA): The agency primarily responsible for the supervision of a state's public elementary and secondary schools, such as the California Department of Education (CDE).

Student Growth: "Student growth" is the change in student achievement for an individual student between two or more points in time. For the purpose of this definition, student achievement means—

- For grades and subjects in which assessments are required under ESEA section 1111(b)(3): (1) a student's score on such assessments and may include (2) other measures of student learning, such as those described in the second bullet, provided they are rigorous and comparable across schools within an LEA.
- For grades and subjects in which assessments are not required under ESEA section 1111(b)(3): alternative measures of student learning and performance such as student results on pre-tests, end-of-course tests, and objective performance-based assessments; student learning objectives; student performance on English language proficiency assessments; and other measures of student achievement that are rigorous and comparable across schools within an LEA.

Superintendent of Public Instruction (SPI): Elected on a statewide, non-partisan ballot, the Superintendent of Public Instruction (also called the state superintendent) is in charge of running the California Department of Education. County offices of education are required to inform the state superintendent of approval or disapproval of all school district budgets.

Waiver: Permission from the State Board of Education (SBE) to set aside the requirements of an Education Code provision or administrative regulations upon the request of a school district. The code specifies which laws can be waived.

APPENDIX E: ESEA REQUESTED LIST OF ATTACHMENTS

LABEL	LIST OF ATTACHMENTS – TABLE OF CONTENTS	PAGE
1	Notice to SEA	251
2	Comments on request received from SEA (if applicable)	252
3	Notice and information provided to the public regarding the request	N/A
4	Evidence that the State has formally adopted college- and career-ready content standards consistent with the State's standards adoption process	254
5	Memorandum of understanding or letter from a State network of institutions of higher education (IHEs) certifying that meeting the State's standards corresponds to being college- and career-ready without the need for remedial coursework at the postsecondary level (if applicable)	N/A
6	State's Race to the Top Assessment Memorandum of Understanding (MOU) (if applicable)	N/A
7	Evidence that the SEA has submitted high-quality assessments and academic achievement standards to the Department for peer review, or a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review (if applicable)	256
8	A copy of the average statewide proficiency based on assessments administered in the 2011-2012 school year in reading/language arts and mathematics for the "all students" group and all subgroups (if applicable)	N/A
9	Table 2: Reward, Priority, and Focus Schools	258
10	A copy of the guidelines that the SEA has developed and adopted for local teacher and principal evaluation and support systems (if applicable)	N/A
11	Evidence that the SEA has adopted all of the guidelines for local teacher and principal evaluation and support systems	N/A

ATTACHMENT 1: NOTICE TO SEA

CORE
CALIFORNIA OFFICE TO REFORM EDUCATION

Board of Directors

Michael Hanson
Board President
Fresno Unified School District

Janet L. Young, Ph. D
Clovis Unified School District

Laura Schwalm, Ph. D
Garden Grove Unified School District

Chris Steinhauser
Long Beach Unified School District

John E. Deasy, Ph. D
Los Angeles Unified School District

Tony Smith, Ph. D
Oakland Unified School District

Jonathan Raymond
Sacramento City Unified School District

Richard Carranza
San Francisco Unified School District

Marc Johnson
Sanger Unified School District

Thelma Meléndez de Santa Ana, Ph. D
Santa Ana Unified School District

Bonnie Reiss
Board Member Emeritus
Former California Secretary of Education

Rick Miller
Executive Director

February 28, 2013

Michael Kirst, President
California State Board of Education
1430 N Street, Room 1101
Sacramento, CA 95814

Dear President Kirst:

The California Office to Reform Education (CORE) has been working over the past year to develop a district-consortium request for a federal NCLB flexibility waiver. To conform to federal requirements, districts seeking such flexibility must first submit waiver requests to their lead state educational agency for review and comment. Therefore, on behalf of nine districts seeking this flexibility, I am pleased to submit to you a bundled set of federal waiver applications, referred to as the CORE Waiver.

The CORE Waiver calls for a reorientation of districts' work towards a collective effort to prepare all students for college and career, with districts assuming unprecedented accountability to eliminate disparity and disproportionality in all subjects and across academic, social/emotional, and culture/climate domains. The participating districts are very excited about the impact of this waiver to improve teaching and learning within their own communities, and ultimately, in any other California local educational agency that choses to participate.

We respectfully request that you review the CORE Waiver and provide any comments before forwarding this flexibility request to the U.S. Department of Education.

Please don't hesitate to contact me if you have any questions.

Sincerely,

Rick Miller
CORE Executive Director

cc: U.S. Secretary of Education Arne Duncan
Governor Jerry Brown
State Superintendent of Public Instruction Tom Torlakson
State Board of Education Executive Director Karen Staph Walters
CORE Board of Directors

ATTACHMENT 2: COMMENTS ON REQUEST RECEIVED FROM SEA

California Office to Reform Education District Waiver

CALIFORNIA STATE BOARD OF EDUCATION

CALIFORNIA DEPARTMENT OF EDUCATION

TOM TORLAKSON,
State Superintendent of Public Instruction
916-319-0800

CALIFORNIA STATE BOARD OF EDUCATION
MICHAEL W. KIRST, President
916-319-0827
1430 N Street Sacramento, CA 95814-5901

March 22, 2013

Deborah S. Delisle, Assistant Secretary
Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Assistant Secretary Delisle:

We received your letter dated February 28, 2013, seeking comment from the California State Board of Education (SBE) on the request for a district-level waiver of the Elementary and Secondary Education Act (ESEA) submitted by nine California districts, organized as a consortium called the California Office to Reform Education (CORE). At its March 14, 2013, meeting, the SBE authorized us, SBE President Michael Kirst and Superintendent of Public Instruction Tom Torlakson, to submit comments on its behalf regarding CORE's waiver request.

Over the last year, we have heard from numerous districts about the need for relief from the onerous provisions of ESEA. There is no doubt that ESEA is a failed concept and, while we would prefer that the law be reauthorized, absent such action by Congress we are supportive of any attempt that will grant California's local educational agencies (LEAs) the relief they need. While the CORE waiver presents one opportunity for relief; we heard at the March SBE meeting that superintendents from the CORE districts and other districts would prefer a state-level waiver rather than multiple LEA waivers. With this in mind, we will continue to work with your staff to explore options for granting all California LEAs relief from ESEA.

At the March SBE meeting, Board members expressed enthusiasm for the CORE districts' efforts to design an innovative waiver request based on agreements they hope to make at the local level. As you consider the CORE waiver request, we urge you to continue to work with our staff to address the questions and issues listed below:

If local waivers are approved, will the state monitor implementation and hold districts accountable or will the U.S. Department of Education perform this role? If the state is responsible for monitoring:

How will the federal Student Achievement and School Accountability program monitoring system accommodate dual or multiple systems of accountability in a state's approved Accountability Workbook?

Is the state expected to change its expectations under the approved Consolidated Application Reporting System and/or the Federal Program Monitoring Process for school districts with approved local waivers?

These issues and others will need to be resolved to ensure that district waivers do not conflict with the authority and responsibilities of the California state government.

Will other districts have the opportunity to apply for a flexibility waiver of their own that differs from CORE's, provided it meets

a high bar of quality? Will school districts need to be part of a consortium to be eligible to apply for a waiver?

What process and criteria will be used for approving the CORE waiver request? Will approval automatically be extended to any school district that signs an MOU?

For further discussion of these matters or others related to the CORE waiver or flexibility from ESEA, please contact Karen Stapf Walters, Executive Director, State Board of Education by phone at916-319-0699 or by email at kstapfwalters@cde.ca.gov, and/or Deborah V.H. Sigman, Deputy Superintendent, District, School, and Innovation Branch, by phone at 916-319-0812 or by e-mail atdsigman@cde.ca.gov.

Sincerely,

TOM TORLAKSON
State Superintendent of Public Instruction
California Department of Education

MICHAEL W. KIRST
President
California State Board of Education

ATTACHMENT 4: CALIFORNIA STATE BOARD OF EDUCATION ADOPTS COMMON CORE STATE STANDARD

Excerpted from: FINAL MINUTES, State Board of Education, August 2, 2010

Item 3: Consideration of the California Academic Content Standards Commission's Recommendation to Adopt the Common Core Standards, Including California Specific Standards.

Presenter: Deborah Sigman, Deputy Superintendent of the Curriculum, Learning, and Accountability Branch, presented on this item, and introduced Sue Stickel, Assistant Superintendent of Curriculum and Intervention, Sacramento County Office of Education, and project director of the California State Academic Content Standards Commission (Commission), and Greg Geeting, chair of the Commission.

Public Comment:
Public comment was received from Arun Ramanathan, EdTrust-West, Shelley Kriegler, Center for Math & Teaching; Scott Farrand, California State University Sacramento; Doug McRae, consultant; Kathlan Latimer, California Mathematics Council; Bill Evers, Stanford University; Juan Godinez, Los Angeles Unified School District (LAUSD) District Advisory Council (DAC); Pixie Hayward-Schickele, California Teachers Association (CTA); Dan Vogel, Vice President, CTA; Martha Zaragoza-Diaz, California Association for Bilingual Education (CABE) and Californians Together; Lauri Burnham Massey, CABE; Shelly Spiegel Coleman, Californians Together; Alicia Moran and Harold Boyd Jr., United Teachers of Los Angeles (UTLA); Barbara Flores, Alliance for a Multilingual Multicultural Education; Sherry Griffith, Association of California School Administrators (ACSA); Gretchen Muller, California Math Council; John Deasy, LAUSD; Suzan Solomon, California State Parent Teachers Association (PTA); Fred Navarro, Anaheim Union High School District; Scott Hill, School Innovations & Advocacy; Monica Henestroza, San Diego Unified School District; Chris Steinhauser, Long Beach Unified School District; Mike Hanson, Fresno Unified School District; and Walter Richardson, LAUSD DAC.

The board engaged in a substantive discussion following public comment. Announcing that it was an historic day in California, President Mitchell reminded the board that this discussion was only the beginning of a process and not the end of one. He directed CDE and SBE staff to create an implementation plan as defined in the legislation, and to work with the state Legislature to launch a curriculum development process that would begin to operationalize these standards. He additionally directed Commission staff to proceed with technical cleanup of the draft presented to the board. Further, President Mitchell commended the comments related to English language learners and students with disabilities.

Finally, President Mitchell thanked the members of the California State Academic Content Standards Commission, Commission Chair Greg Geeting, and Project Director Sue Stickel for their extraordinary work on behalf of California and its children for providing high standards and equally high outcomes.

ACTION: Member Arkatov moved that the SBE, pursuant to Senate BillX5 1, adopt the academic content standards as proposed by the California Academic Content Standards Commission in English language arts and mathematics; and that the standards include the Common Core and specific additional standards that the Commission had deemed necessary to maintain the integrity and rigor of California's already extremely high standards. Member Lopez seconded the motion. The board voted, by show of

hands, 9-0 to approve the motion.

ATTACHMENT 7: MEMORANDUM OF UNDERSTANDING BETWEEN CALIFORNIA AND SMARTER BALANCED ASSESSMENT CONSORTIUM

California Department of Education (http://www.cde.ca.gov/nr/ne/yr11/yr11rel43.asp)
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CALIFORNIA DEPARTMENT OF EDUCATION

NEWS RELEASE

TOM TORLAKSON
State Superintendent
of Public Instruction

Release: #11-43
June 9, 2011

Contact: Tina Jung
E-mail: communications@cde.ca.gov
Phone: 916-319-0818

State Education Leaders Jointly Announce California's Role in New Multistate Consortium Formed to Develop New Generation of Assessments

SACRAMENTO—State Superintendent of Public Instruction Tom Torlakson and State Board of Education President Michael Kirst today announced that California will join the SMARTER Balanced Assessment Consortium as a governing state.

"Today marks the beginning of a new era in student testing and accountability," Torlakson said. "By working together, we've put California where it belongs—poised to play a leadership role."

"This is a wonderful opportunity for California to step up as a leader in assessment design and provide much more timely information to teachers, parents, and students," Kirst said.

Currently, a total of 30 states have signed up to become members of the SMARTER Balanced Assessment Consortium. Of those, California is one of 18 governing states, which allows decision-making participation. The remaining 12 are advisory states.

The consortium has received a $176 million Race to the Top assessment grant from the U.S. Department of Education to design a new assessment system aligned to the Common Core State Standards. The system will include assessments in English-language arts (ELA) and mathematics in grades three through eight and grade eleven. The new assessments will be in place for the 2014-15 school year.

Torlakson, Kirst, and Governor Jerry Brown signed a Memorandum of Understanding to give California greater involvement in the development of a new generation of student assessments that will emphasize a deep knowledge of core concepts within and across disciplines, problem solving, analysis, synthesis, and critical thinking.

As a governing state, California will have an active role in all decision making, and provide representatives for various work groups and steering committees. The goal of the consortium is to prepare students for college and career by improving teaching and learning in our schools through the development of an innovative system of assessments of the Common Core State Standards in ELA and mathematics that is valid, reliable, and fair for all students.

The SMARTER Balanced assessment system will be designed to meet federal- and state-level accountability requirements and provide teachers and parents with timely and accurate information to measure and track individual student growth.

The assessment system will utilize computer adaptive technologies to design assessments that will minimize the amount of time that students are out of the classroom and away from their teachers, better measure student abilities across the full spectrum of student performance, evaluate growth in learning, and provide more information to teachers, administrators, and parents within weeks of testing.

Teachers will play a critical role in the development of the new assessment system as they will be involved in the design, development, and scoring of assessment items and tasks.

More information on the SMARTER Balanced Assessment Consortium can be found at SMARTER [http://www.k12.wa.us/smarter/] . For more information on the Common Core State Standards Initiative, please visit Common Core State Standards Initiative | Home [http://www.corestandards.org/] .

####

Tom Torlakson — State Superintendent of Public Instruction
Communications Division, Room 5206, 916-319-0818, Fax 916-319-0100

ATTACHMENT 9: REWARD, PRIORITY AND FOCUS SCHOOLS

Provide the SEA's list of reward, priority, and focus schools. Use the key to indicate the criteria used to identify a school as a reward, priority, or focus school.

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Fresno Unified	Ahwahnee Middle	061455001704				G: Low Achieving Subgroup	(newly identified)
Fresno Unified	Ann B. Leavenworth	061455003019				G: Low Achieving Subgroup	Yes
Fresno Unified	Calwa Elementary	061455001713				G: Low Achieving Subgroup	Yes
Fresno Unified	Columbia Elementary	061455001716				G: Low Achieving Subgroup	Yes
Fresno Unified	Cooper Middle	061455001717	B: High-progress school				
Fresno Unified	Deborah A. Williams Elementary	061455011895				G: Low Achieving Subgroup	Yes
Fresno Unified	Edison High	061455001723				F: Within-School Gap	(newly identified)

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Fresno Unified	Elizabeth Terronez Middle	061455004484				G: Low Achieving Subgroup	(newly identified)
Fresno Unified	Fort Miller Middle	061455001731				G: Low Achieving Subgroup	(newly identified)
Fresno Unified	Heaton Elementary	061455001735				G: Low Achieving Subgroup	Yes
Fresno Unified	Holland Elementary	061455001738	B: High-progress school				
Fresno Unified	Homan Elementary	061455001739				G: Low Achieving Subgroup	Yes
Fresno Unified	Jackson Elementary	061455001741				G: Low Achieving Subgroup	Yes
Fresno Unified	King Elementary	061455001743				G: Low Achieving Subgroup	Yes
Fresno Unified	Kings Canyon Middle	061455001744	B: High-progress school				

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Fresno Unified	Lawless Elementary	061455007720				G: Low Achieving Subgroup	Yes
Fresno Unified	McLane High	061455001754				G: Low Achieving Subgroup	(newly identified)
Fresno Unified	Norseman Elementary	061455001756				G: Low Achieving Subgroup	Yes
Fresno Unified	Roosevelt High	061455001762				G: Low Achieving Subgroup	(newly identified)
Fresno Unified	Scandinavian Middle	061455001764				G: Low Achieving Subgroup	(newly identified)
Fresno Unified	Sequoia Middle	061455001765		C: Lowest 5%	(newly identified)		
Fresno Unified	Slater Elementary	061455001767				G: Low Achieving Subgroup	Yes
Fresno Unified	Sunnyside High	061455007963				G: Low Achieving Subgroup	(newly identified)

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Fresno Unified	Susan B. Anthony Elementary	061455003007				G: Low Achieving Subgroup	Yes
Fresno Unified	Tehipite Middle	061455001770	B: High-progress school				
Fresno Unified	Tioga Middle	061455001773	B: High-progress school				
Fresno Unified	Turner Elementary	061455001774				G: Low Achieving Subgroup	Yes
Fresno Unified	Vang Pao Elementary	061455012411	B: High-progress school				
Fresno Unified	Wawona Middle	061455001777				G: Low Achieving Subgroup	(newly identified)
Fresno Unified	Webster Elementary	061455001778	B: High-progress school	E: SIG (exit priority)	Yes		
Fresno Unified	Winchell Elementary	061455001780				G: Low Achieving Subgroup	Yes
Fresno Unified	Yosemite Middle	061455001783		E: SIG	Yes		
Long Beach Unified	Burcham K-8	062250002703				G: Low Achieving Subgroup	Yes

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Long Beach Unified	Franklin Classical Middle	062250002713	B: High-progress school				
Long Beach Unified	Harte Elementary	062250002720				G: Low Achieving Subgroup	Yes
Long Beach Unified	Jefferson Leadership Academies	062250002727	B: High-progress school			G: Low Achieving Subgroup	Yes
Long Beach Unified	Lindbergh Middle	062250002736	B: High-progress school				
Los Angeles Unified	Academy of Environmental & Social Policy	062271012733				G: Low Achieving Subgroup	(newly identified)
Los Angeles Unified	Albion Street Elementary	062271002803	B: High-progress school				
Los Angeles Unified	Alexander Hamilton Senior High	062271003064				F: Within-School Gap	Yes
Los Angeles Unified	Alexandria Avenue Elementary	062271002805				G: Low Achieving Subgroup	Yes

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Los Angeles Unified	Alta California Elementary	062271012806				G: Low Achieving Subgroup	(newly identified)
Los Angeles Unified	Ann Street Elementary	062271002817	B: High-progress school				
Los Angeles Unified	Arleta High	062271011652				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Arroyo Seco Museum Science	062271008888	A: Highest-performing school				
Los Angeles Unified	Barack Obama Global Preparation Academy	062271012771		C: Lowest 5%	(newly identified)		
Los Angeles Unified	Bell Senior High	062271002844				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Belmont Senior High	062271007751		E: SIG	Yes		
Los Angeles Unified	Benjamin Franklin Senior High	062271003021				G: Low Achieving Subgroup	Yes

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Los Angeles Unified	Bret Harte Preparatory Middle	062271003073		C: Lowest 5%	Yes		
Los Angeles Unified	Bridge Street Elementary	062271002864				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Broad Avenue Elementary	062271002865	B: High-progress school				
Los Angeles Unified	Bushnell Way Elementary	062271002877				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Carson-Gore Academy of Enviornmental Stu	062271012721				G: Low Achieving Subgroup	(newly identified)
Los Angeles Unified	Castelar Street Elementary	062271002903	A: Highest-performing school			G: Low Achieving Subgroup (focus exit)	Yes
Los Angeles Unified	Charles Drew Middle	062271002966		E: SIG	Yes		
Los Angeles Unified	Chatsworth Senior High	062271002916				G: Low Achieving Subgroup	(newly identified)

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Los Angeles Unified	Chester W. Nimitz Middle	062271003216				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Cimarron Avenue Elementary	062271002920	B: High-progress school				
Los Angeles Unified	City Terrace Elementary	062271002921	B: High-progress school				
Los Angeles Unified	Coliseum Street Elementary	062271002930				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Columbus Avenue	062271010527				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Crenshaw Senior High	062271002941		E: SIG	Yes		
Los Angeles Unified	David Starr Jordan Senior High	062271003109		C: Lowest 5% D: Grad rate <60%	Yes		
Los Angeles Unified	Delevan Drive Elementary	062271002954	A: Highest-performing school				

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Los Angeles Unified	Dolores Huerta Elementary	062271012688	B: High-progress school				
Los Angeles Unified	Dominguez Elementary	062271002963	B: High-progress school				
Los Angeles Unified	Downtown Business High	062271007757	A: Highest-performing school				
Los Angeles Unified	Dr. James Edward Jones Primary Center	062271012223	B: High-progress school				
Los Angeles Unified	East Los Angeles Performing Arts Academy	062271012787				G: Low Achieving Subgroup	(newly identified)
Los Angeles Unified	East Los Angeles Renaissance Academy at	062271012657				G: Low Achieving Subgroup	(newly identified)
Los Angeles Unified	East Valley Senior High	062271011651		E: SIG	Yes		

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Los Angeles Unified	Edwin Markham Middle	062271003168	B: High-progress school	E: SIG	Yes		
Los Angeles Unified	Ellen Ochoa Learning Center	062271008510				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Engineering and Technology Academy at Es	062271012819				G: Low Achieving Subgroup	(newly identified)
Los Angeles Unified	Ernest Lawrence Middle	062271003128				F: Within-School Gap	Yes
Los Angeles Unified	Esperanza Elementary	062271000451				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Euclid Avenue Elementary	062271002993				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Fairfax Senior High	062271002998				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Fifty-Ninth Street Elementary	062271003004				G: Low Achieving Subgroup	Yes

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Los Angeles Unified	Florence Avenue Elementary	062271003013	B: High-progress school				
Los Angeles Unified	Florence Griffith Joyner Elementary	062271003244		E: SIG	Yes		
Los Angeles Unified	Gardena Senior High	062271003034		E: SIG	Yes		
Los Angeles Unified	Garza (Carmen Lomas) Primary Center	062271010873	A: Highest-performing school				
Los Angeles Unified	Gaspar De Portola Middle	062271003289				G: Low Achieving Subgroup	(newly identified)
Los Angeles Unified	George K. Porter Middle	062271003287				F: Within-School Gap	Yes
Los Angeles Unified	George Washington Carver Middle	062271002902		E: SIG	Yes		
Los Angeles Unified	George Washington Preparatory High	062271003444		E: SIG	Yes		

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Los Angeles Unified	Glen Alta Elementary	062271003044				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Graham Elementary	062271003048				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Grover Cleveland High	062271002923				F: Within-School Gap	Yes
Los Angeles Unified	Harbor Teacher Preparation Academy	062271010844	A: Highest-performing school				
Los Angeles Unified	Hart Street Elementary	062271003072				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Henry T. Gage Middle	062271003030		E: SIG	Yes		
Los Angeles Unified	Hillcrest Drive Elementary	062271003084	B: High-progress school	E: SIG	Yes		
Los Angeles Unified	Hollenbeck Middle	062271003087		C: Lowest 5%	Yes		
Los Angeles Unified	Hollywood Senior High	062271003088				G: Low Achieving Subgroup	Yes

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Los Angeles Unified	Horace Mann Junior High	062271003162		C: Lowest 5%	Yes		
Los Angeles Unified	Humanitas Academy of Art and Technology	062271012711				G: Low Achieving Subgroup	(newly identified)
Los Angeles Unified	James A. Garfield Senior High	062271003037				G: Low Achieving Subgroup	Yes
Los Angeles Unified	James Monroe High	062271003193				G: Low Achieving Subgroup	Yes
Los Angeles Unified	John Adams Middle	062271002800				G: Low Achieving Subgroup	Yes
Los Angeles Unified	John C. Fremont Senior High	062271003023		C: Lowest 5% D: Grad rate <60%	Yes		
Los Angeles Unified	John Marshall Senior High	062271003171				G: Low Achieving Subgroup	Yes
Los Angeles Unified	John Muir Middle	062271003204		E: SIG	Yes		

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Los Angeles Unified	Johnnie Cochran, Jr., Middle	062271003202		C: Lowest 5%	Yes		
Los Angeles Unified	Kester Avenue Elementary	062271003115	A: Highest-performing school				
Los Angeles Unified	King/Drew Medical Magnet High	062271009150	A: Highest-performing school				
Los Angeles Unified	Kingsley Elementary	062271010885				G: Low Achieving Subgroup (focus exit)	Yes
Los Angeles Unified	Latona Avenue Elementary	062271003126				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Lexington Avenue Primary Center	062271011619	B: High-progress school				
Los Angeles Unified	Lillian Street Elementary	062271003137				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Limerick Avenue Elementary	062271003138				G: Low Achieving Subgroup	Yes

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Los Angeles Unified	Los Angeles Teachers Preparatory Academy	062271012335		C: Lowest 5%	Yes		
Los Angeles Unified	Magnolia Avenue Elementary	062271003157	B: High-progress school			G: Low Achieving Subgroup (focus exit)	Yes
Los Angeles Unified	Manhattan Place Elementary	062271003161	B: High-progress school				
Los Angeles Unified	Manual Arts Senior High	062271003163		E: SIG	Yes		
Los Angeles Unified	Mary McLeod Bethune Middle	062271002856				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Math, Science, & Technology Magnet Acade	062271012791	A: Highest-performing school				
Los Angeles Unified	Mayall Street Elementary	062271003174	A: Highest-performing school				

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Los Angeles Unified	Mayberry Street Elementary	062271003175				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Maywood Academy High	062271010889		E: SIG	Yes		
Los Angeles Unified	McKinley Avenue Elementary	062271003177				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Meyler Street Elementary	062271003182				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Mid-City's Prescott School of Enriched S	062271002823	B: High-progress school				
Los Angeles Unified	Miramonte Elementary	062271003188				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Mountain View Elementary	062271003199	A: Highest-performing school				

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Los Angeles Unified	Nathaniel Narbonne Senior High	062271003209				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Nevin Avenue Elementary	062271003212	B: High-progress school				
Los Angeles Unified	Nora Sterry Elementary	062271003371	B: High-progress school				
Los Angeles Unified	North Hollywood Senior High	062271003230				F: Within-School Gap	Yes
Los Angeles Unified	One Hundred Ninth Street Elementary	062271003243				G: Low Achieving Subgroup	Yes
Los Angeles Unified	One Hundred Twelfth Street Elementary	062271003250				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Orchard Academies 2B	062271012825				G: Low Achieving Subgroup	(newly identified)
Los Angeles Unified	Orchard Academies 2C	062271012779	B: High-progress school				

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Los Angeles Unified	Pacoima Middle	062271003263				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Palms Elementary	062271003266	B: High-progress school				
Los Angeles Unified	Panorama City Elementary	062271010884				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Playa del Rey Elementary	062271003283	B: High-progress school				
Los Angeles Unified	Quincy Jones Elementary	062271012667	B: High-progress school				
Los Angeles Unified	Ralph Waldo Emerson Middle	062271002987				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Rio Vista Elementary	062271003309	B: High-progress school				
Los Angeles Unified	Robert Hill Lane Elementary	062271003122	B: High-progress school				
Los Angeles Unified	Robert Louis Stevenson Middle	062271003372		E: SIG	Yes		

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Los Angeles Unified	Rudecinda Sepulveda Dodson Middle	062271002960				F: Within-School Gap	Yes
Los Angeles Unified	Samuel Gompers Middle	062271003047		E: SIG	Yes		
Los Angeles Unified	San Fernando Senior High	062271003325				G: Low Achieving Subgroup	Yes
Los Angeles Unified	San Jose Street Elementary	062271003328	B: High-progress school				
Los Angeles Unified	San Pedro Senior High	062271003330				G: Low Achieving Subgroup	Yes
Los Angeles Unified	School for the Visual Arts and Humanities	062271012370				G: Low Achieving Subgroup	Yes
Los Angeles Unified	School of Communications, New Media and	062271003315				G: Low Achieving Subgroup	Yes

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Los Angeles Unified	Selma Avenue Elementary	062271003339	B: High-progress school				
Los Angeles Unified	Sharp Avenue Elementary	062271003347	B: High-progress school				
Los Angeles Unified	Sixty-Eighth Street Elementary	062271003357				G: Low Achieving Subgroup	Yes
Los Angeles Unified	South East High	062271010888		E: SIG	Yes		
Los Angeles Unified	South Gate Middle	062271003363				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Southeast Middle	062271010860				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Stoner Avenue Elementary	062271003375	B: High-progress school				
Los Angeles Unified	Sun Valley High	062271012520				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Sun Valley Middle	062271003378				G: Low Achieving Subgroup	Yes

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Los Angeles Unified	Susan Miller Dorsey Senior High	062271002965				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Sylmar Senior High	062271003385				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Tarzana Elementary	062271003390				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Thirty-Second Street USC Performing Arts	062271003395	B: High-progress school				
Los Angeles Unified	Thomas Jefferson Senior High	062271003106		E: SIG	Yes		
Los Angeles Unified	Twenty-Fourth Street Elementary	062271003410				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Ulysses S. Grant Senior High	062271003052				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Union Avenue Elementary	062271003412				G: Low Achieving Subgroup	Yes

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Los Angeles Unified	Utah Street Elementary	062271003414				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Valerio Street Elementary	062271003415				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Valley Alternative Magnet	062271003416	B: High-progress school				
Los Angeles Unified	Van Nuys Senior High	062271003424				F: Within-School Gap	Yes
Los Angeles Unified	Vanalden Avenue Elementary	062271003425	B: High-progress school				
Los Angeles Unified	Venice Senior High	062271003429				F: Within-School Gap	Yes
Los Angeles Unified	Virginia Road Elementary	062271003440				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Washington Irving Middle	062271003102				G: Low Achieving Subgroup	Yes

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Los Angeles Unified	West Adams Preparatory High	062271012114				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Westminster Avenue Elementary	062271003457	B: High-progress school				
Los Angeles Unified	William Jefferson Clinton Middle	062271011649		E: SIG	Yes		
Los Angeles Unified	Woodcrest Elementary	062271003471		C: Lowest 5%	Yes		
Los Angeles Unified	Woodland Hills Academy	062271003271				G: Low Achieving Subgroup	Yes
Los Angeles Unified	Woodrow Wilson Senior High	062271003466				G: Low Achieving Subgroup	Yes
Oakland Unified	Alliance Academy	062805012027		E: SIG	Yes		
Oakland Unified	Bret Harte Middle	062805004242				G: Low Achieving Subgroup	Yes
Oakland Unified	Castlemont High	062805012992		C: Lowest 5%	Yes		

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Oakland Unified	East Oakland Pride Elementary	062805012059				G: Low Achieving Subgroup	Yes
Oakland Unified	Elmhurst Community Prep	062805011961		E: SIG	Yes		
Oakland Unified	Fremont High	062805013062		C: Lowest 5%	Yes		
Oakland Unified	Frick Middle	062805004263				G: Low Achieving Subgroup	Yes
Oakland Unified	Fruitvale Elementary	062805004264				G: Low Achieving Subgroup	Yes
Oakland Unified	Lafayette Elementary	062805004285				G: Low Achieving Subgroup	Yes
Oakland Unified	McClymonds High	062805011555				G: Low Achieving Subgroup	Yes
Oakland Unified	Oakland High	062805004304				G: Low Achieving Subgroup	Yes

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
Oakland Unified	Oakland International High	062805012049		C: Lowest 5%	(newly identified)		
Oakland Unified	Parker Elementary	062805004306	A: Highest-performing school				
Oakland Unified	Reach Academy	062805011556		C: Lowest 5%	Yes		
Oakland Unified	ROOTS International Academy	062805011907		E: SIG	Yes		
Oakland Unified	United for Success Academy	062805011909		E: SIG	Yes		
Oakland Unified	West Oakland Middle	062805012048		C: Lowest 5%	Yes		
San Francisco Unified	Bryant Elementary	063441005592		E: SIG	Yes		
San Francisco Unified	Buena Vista/ Horace Mann K-8	063441005626		E: SIG (exit priority)	Yes		
San Francisco Unified	Carver (George Washington) Elementary	063441005616		E: SIG	Yes		

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
San Francisco Unified	Chavez (Cesar) Elementary	063441005623		E: SIG	Yes		
San Francisco Unified	Chin (John Yehall) Elementary	063441005369	A: Highest-performing school B: High-progress school				
San Francisco Unified	Cleveland Elementary	063441005597	B: High-progress school				
San Francisco Unified	El Dorado Elementary	063441005605				G: Low Achieving Subgroup	Yes
San Francisco Unified	Everett Middle	063441007842	B: High-progress school	E: SIG (exit priority)	Yes		
San Francisco Unified	Fairmount Elementary	063441005607	B: High-progress school				
San Francisco Unified	Francisco Middle	063441005610				G: Low Achieving Subgroup	Yes
San Francisco Unified	Hillcrest Elementary	063441005625				G: Low Achieving Subgroup	Yes

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
San Francisco Unified	Hoover (Herbert) Middle	063441005624				G: Low Achieving Subgroup	(newly identified)
San Francisco Unified	King Jr. (Martin Luther) Academic Middle	063441005655				G: Low Achieving Subgroup	Yes
San Francisco Unified	Lau (Gordon J.) Elementary	063441005599	A: Highest-performing school				
San Francisco Unified	Longfellow Elementary	063441005641				G: Low Achieving Subgroup	Yes
San Francisco Unified	Mission Education Center	063441005649		C: Lowest 5%	(newly identified)		
San Francisco Unified	Muir (John) Elementary	063441005633		E: SIG	Yes		
San Francisco Unified	Parks (Rosa) Elementary	063441005658	B: High-progress school				
San Francisco Unified	Revere (Paul) Elementary	063441005654	B: High-progress school	E: SIG (exit priority)	Yes		
San Francisco Unified	Sutro Elementary	063441005674	A: Highest-performing school				

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Part of SY 2013-14 Priority List (47 schools)	Focus School	Part of SY 2013-14 Focus List (100 schools)
San Francisco Unified	Tenderloin Community	063441007732				G: Low Achieving Subgroup	Yes
San Francisco Unified	Visitacion Valley Middle	063441005678				G: Low Achieving Subgroup	Yes
Sanger Unified	Centerville Elementary	063525005968	A: Highest-performing school				
Sanger Unified	Jefferson Elementary	063525005972	A: Highest-performing school B: High-progress school				
Sanger Unified	Lincoln Elementary	063525005975	B: High-progress school				
Santa Ana Unified	Adams Elementary	063531005981	B: High-progress school				
Santa Ana Unified	Middle College High	063531007197	A: Highest-performing school				
Santa Ana Unified	Walker Elementary	063531002346	B: High-progress school				
Santa Ana Unified	Willard Intermediate	063531006013		C: Lowest 5%	Yes		

Total # of Title I schools in Participating Districts: 910

Key	
Reward School Criteria: (67 Designated) **A.** Highest-performing school (18 Schools) **B.** High-progress school (51 Schools) **Priority School Criteria: (46 Required, 47 Designated in 2013-14,[53] 4 newly identified)** **C.** Among the lowest five percent of Title I schools across participating districts based on the proficiency and lack of progress of the "all students" group - as demonstrated by a. 2013-14 Designations: being in the lowest 5% across participating districts for 2012, 2011; lowest 10% for 2010 (13 Schools, including 2 with graduation rates less than 60% over 3 years) b. 2014-15 Additions: being in the lowest 5% across participating districts for 2013, 2012; lowest 10% for 2011 (4 Schools) **D.** Title I-participating high school with graduation rates less than 60% over 3 years (2 Schools, both of which qualify for a C designation) **H.** Tier I or Tier II SIG school implementing a school intervention model (34 Schools with 4 meeting exit criteria)	**Focus School Criteria: (91 Required, 100 Designated in 2013-14, 20 newly identified)** **I.** Has the largest within-school gaps between the highest-achieving subgroup(s) and the lowest-achieving subgroup(s) or, at the high school level, has the largest within-school gaps in the graduation rate – as demonstrated by a. 2013-14 Designations: being the 5% in terms of achievement gap width for 2012, 2011, and 2010 (8 Schools) b. 2014-15 Additions: being the 5% in terms of achievement gap width for 2013, 2012, and 2011 (1 School) **J.** Has a subgroup or subgroups with low achievement or, at the high school level, a low graduation rate – as defined by **a.** 2013-14 Designations: subgroups at less than 20% average proficiency on math and ELA assessments and less than 5 percentage points of improvement over 3 years from 2010 to 2012 (92 schools with 3 meeting exit criteria) **b.** 2014-15 Additions: subgroups at less than 20% average proficiency on math and ELA assessments and less than 5 percentage points of improvement over 3 years from 2011 to 2013 (19 schools)

[53] One Priority school identified in SY 2013-14 closed and is not included in this count. Four schools exited Priority and are included in the count of 47 schools.

APPENDIX F: SCHOOL IMPROVEMENT SYSTEM COMMUNICATIONS PLAN

School Quality Improvement System Communication Plan

Perspective of the Communications Plan to Ensure Transparency about the School Quality Improvement System

In order for the School Quality Improvement System to be effective in helping schools and districts meet their objective of preparing all students for college and career, there needs to be thorough understanding within district, schools, and communities about what the School Quality Improvement System is, and how it will be implemented, including:

- How it will measure schools' progress across a range of domains;
- Plans for full implementation of the Common Core State Standards and aligned assessments;
- The evolving evaluation and support systems; and
- How schools will be designated.

In addition, particular care must be taken to clearly delineate how the School Quality Improvement System is different from, yet exists alongside, the accountability system used by the State of California – the Academic Performance Index (API) – and the current federal accountability system, which will still be in effect in districts that have not been approved for a waiver to participate in the School Quality Improvement System.

To ensure transparency and clarity about School Quality Improvement System, each participating district agrees to be responsible for executing a robust two-pronged communications campaign that is tailored to effectively inform the internal education community that works at the district-level and in schools, and the external community of parents, media, businesses, and other community stakeholders. This communications campaign will ensure that these critical audiences have access to information in multiple forums that explains exactly how the district will transition to the School Quality Improvement System and how it will work. It also will include information, consultation, and training sessions for stakeholder audiences that are part of the internal education community.

Stakeholder audiences must have the opportunity to express comments and concerns in these sessions. Participating districts will collect and report stakeholder concerns to CORE by early August 2013, and by April 15th of each year thereafter. CORE will aggregate the feedback and the CORE Board will determine response to the aggregated comments and concerns. Districts will be responsible for responding to all non-CORE-wide comments or concerns.

Resources

To support participating districts' work to communicate about the School Quality Improvement System, CORE staff will design a suite of communications resources to help participating districts use the resources. CORE staff will also support participating districts' efforts by offering outreach to inform statewide stakeholder groups, news media, and media influencers about the School Quality Improvement System and how it is will work alongside existing state and federal accountability systems.

One significant resource that CORE staff will develop for participating districts is a School Quality Improvement System Guide which will provide both overview and detailed information about the School Quality Improvement System and how it will operate in context of existing

state and federal accountability systems. This guide will be posted to the public website http://COREdistricts.org, but introductory language in the guide will customizable by any participating district in order to make it more accessible to its community stakeholders.

The matrix below delineates resources that will be developed to support districts' communication about the School Quality Improvement System, with specific detail to be included regarding existing state and federal accountability systems and requirements. All of these resources will be available to the public on the http://COREdistricts.org website and will be customizable so they can be locally branded by participating districts.

Matrix of Resources to be developed to support communication about the School Quality Improvement System and Intended Audience

	Quality Improvement System Guide	Fact Sheet	Q&A	Website copy	Power point	Letters	Talking Points	News Releases	Op-Ed and Editorial Board Request	Video
District staff and school board members and School Administrators	X	X	X	X	X		X			
School site leaders and administrators	X	X	X		X		X			
Teachers and teacher organizations	X	X	X		X	X	X			X
Parents		X	X	X		X	X			X
Media		X	X		X		X	X	X	X
Business community		X			X		X			
General audiences		X	X	X						X

Required Outreach to Specific Stakeholders

As part of its communications campaign, each participating district will be responsible for conducting outreach about the School Quality Improvement System to the many important stakeholder audiences, including outreach to district staff, school site leaders, teachers and teacher organizations, parents, and other community stakeholders. Districts will conduct outreach and collect stakeholder comments and concerns from the following key stakeholders:

District staff and school board members: Because district staff and school board members will take the lead in communicating about the School Quality Improvement System to school site leaders, teacher, parents, and community members, participating districts must communicate with district staff and members of school boards so there is deep understanding of the School Quality Improvement System and its distinction from existing state and federal accountability systems. Much of this communication will be conducted though public meetings and staff meetings, and will be augmented and reinforced though use of communications resources developed by CORE staff.

Timeline: Summer 2013 and ongoing.

CORE staff-developed resources that may be used for outreach to district staff and school boards include:

- School Quality Improvement System Guide
- Fact sheet
- Frequently asked questions and answers
- Website copy
- Power point slide deck
- Talking points

School site leaders: As the School Quality Improvement System is designed to foster a culture of continuous improvement at each school site, school site leaders such as principals, other administrators, and lead teachers need to understand the School Quality Improvement System, the accountability metrics, how schools will be identified, and how schools can access support to improve in various domains. All districts will hold at least one information, consultation, and training session with principals, ensuring participation from principals and key school leaders from priority, focus, and reward schools. Districts will be responsible for collecting comments and concerns from meetings with school site leaders.

Timeline: Summer 2013 and ongoing.

CORE staff-developed resources that may be used for outreach to school site leaders include:

- School Quality Improvement System Guide
- Fact sheet
- Frequently asked questions and answers
- Power point slide deck
- Talking points

Teachers and teacher organizations: To be an effective driver of continuous improvement in the classroom, teachers, and teachers' organizations must have a deep understanding of the School Quality Improvement System, how schools can access the support network in the system, how teacher effectiveness will be supported, and how the School Quality Improvement System will operate in comparison to existing state and federal accountability systems. Both district staff and school site leaders will be critical messengers about the School Quality Improvement System to teachers at the site level, while district superintendents and labor relations teams must engage teachers and collective bargaining units in communicating and forming consensus around changes to educator evaluation and support systems detailed in the School Quality Improvement System.

Timeline: Summer 2013 and ongoing.

CORE staff-developed resources that may be used to facilitate communication to teachers include:

- School Quality Improvement System Guide
- Fact sheet
- Frequently Asked Questions and Answers
- Power point slide deck
- Talking points

Parents: Participating districts will take deliberate steps to inform parents about the School Quality Improvement System and how it will operate in context with existing state and federal accountability systems. Districts' communications plans will specify how outreach to parents will be conducted, in accessible language and in multiple languages, so that parents clearly understand how the School Quality Improvement System will measure and support school and student progress, and how existing state and federal accountability systems will operate. Participating districts will conducting community forums, distribute written updates, update websites, and provide ongoing school-site level outreach. Districts will be responsible for collecting comments and concerns expressed by parents.

Timeline: Summer 2013 and ongoing.

CORE staff-developed resources that may be used to facilitate communication to parents include:

- Fact Sheets
- Frequently Asked Questions and Answers
- Website copy
- Letters
- Talking points
- Video

Media: Participating districts communications plans will aim to reinforce and extend the reach of information shared with parents and other community stakeholders about the School Quality Improvement System by conducting outreach to inform news media, via news releases, briefings for reporters, editorial board meetings, and opinion articles.

Timeline: Summer 2013 and ongoing.

CORE staff-developed resources that may be used to facilitate communication to media include:

- School Quality Improvement System Guide
- News releases
- Talking points
- Fact sheet
- Talking points
- Sample op-ed
- Editorial Board request
- Video

Business leaders and other community stakeholders: Participating districts will share information about the School Quality Improvement System with the business leaders and other external stakeholders in their local community.

Timeline: Fall 2013 and ongoing.

CORE staff-developed resources that may be used to facilitate communication to businesses and other community stakeholders include:

- Fact sheet
- Power point slide deck
- Talking points

Institutions of Higher Education: participating districts will engage with Institutions of Higher Education to support teacher professional development and expand community knowledge about the School Quality Improvement System.

- Fact sheet
- Power point slide deck
- Talking points

California Department of Education and U.S. Department of Education: Participating districts and CORE staff will continue ongoing communication with appropriate staff at both the California Department of Education and the U.S. Department of Education and will ensure open channels of communication throughout the review process and implementation of the School Quality Improvement System.

APPENDIX G: EVIDENCE OF CONSULTATION

Fresno Unified School District

Fresno Unified School District

Home | About | Schools | Students | Parents | Community | News | Jobs | Board | Staff | Departments

Meet Our Excellence in Education Winners

LEARN MORE

Excellence in Education

Bullard Alum Drafted by NY Soccer Team

New Fresno Unified High School Opening August

Easterby 4th Graders Learn Lesson in Kindness

FUSD Video

2015 Excellence in Education Snapshot

Quick Links

- 2013-14 School Accountability Report Cards
- 2014-15 High School Course Guide
- Attendance Counts
- Boundary/Feeder Change Info Effective August 2014
- Common Core State Standards
- EduText
- Fact Sheets
- Graduation Task Force
- Hmong Radio

For Staff

Check Email

Use your STAFF username and password to sign in. Use either staff\shortname or first.lastname@staff.fusd.local and your email password. Need Help? View tutorials or call the IT Helpdesk at (559) 457-2600

- ATLAS
- ATLAS Help
- Change Password
- Fresno K12 Website
- HEAT System
- iACHIEVE
- JHMB Health Connect
- Lawson Employee Self Service
- New District Goals Posters

Questions or Concerns?

Directory Information (559) 457-3000

News

Baird Middle School Named AVID National Demonstration School

Stylists Visit Roosevelt School of the Arts

Educators Build Capacity through Teacher Residency Program

Take the 2015-16 LCAP Survey

Selena Rico – Employee of the Year

MORE >>

Announcements

Request for public comment on CORE waiver extension

Educating the Whole Child: Assessments and School Surveys (Spanish / Hmong)

Fresno Unified School District
COMMUNITY ADVISORY COMMITTEE
FOR SPECIAL EDUCATION
BTSA/PAR OFFICE
4120 N FIRST STREET
TUESDAY, JANUARY 20, 2015
6:00 - 8:00 PM

AGENDA

(Designated Times for Agenda Items are Approximate and Subject to Change)

6:00 CALL TO ORDER
INTRODUCTIONS
DISTRIBUTION OF NEW MEMBER APPLICATIONS
DISTRIBUTION OF MINUTES
ANNOUNCEMENTS/COMMUNITY LIAISON/AGENCY REPORTS

6:15 *MEMBERSHIP APPROVAL……**Betty Caster**
Completion of Membership Applications
*Approval of Minutes

6:30 ADMINISTRATIVE REPORTS..... **Tammy Townsend**
District State and Federal Funding (LCAP, Waiver)

7:00 COMMITTEE REPORTS -
*Executive Committee- Autism, DELAC, Mental Health, Parent Recruitment, SPED/CAC Annual Report

7:30 PARENT COMMUNITY FORUM WITH DISTRICT RESPONSE..... Betty Caster

8:00 *ADJOURNMENT

*Action Items

We appreciate your attendance at our meetings. Your support of Special Education is vital. Our meeting sites are wheelchair accessible. **IF YOU NEED CHILDCARE, OR AN INTERPRETER, PLEASE CALL SPECIAL EDUCATION AT 559-457-3220. IF YOU WANT TO CONTACT THE CAC, PLEASE CALL OUR COMMUNITY LIAISON AT 559-457-3256 AND LEAVE A VOICEMAIL MESSAGE.**

Please mark your calendar:

CAC General Meeting: February 17, 2015, FUSD BTSA/PAR Office,
4120 N First Street, 6:00 – 8:00 p.m.

LCAP-Waiver Stakeholder Engagement Plan – 2014-15

Group	Targeted Audience	Date	Time	Location
Principals Meeting	School Principals	November 17, 2014	2:00 pm	St Paul's Armenian Church
Co Administration Meeting	Administration	7 Regional Meetings November 18- 20, 2014	Varies	Various
School Site Councils	Parents, Staff, Students, Administration	December - February	Varies	Various
DELAC (District English Learners Advisory Council) Review of 2014-15 LCAP and Discussion of 2015-16 Priorities	Parents of English Learners	January 29, 2015	5:30 pm	Gaston Middle School 1100 E. Church Ave.
DELAC (District English Learners Advisory Council) Review of 2015-16 Draft	Parents of English Learners	May 21, 2015	5:30 pm	Hidalgo Elementary 3550 E. Thomas Ave.
CAC (Community Advisory Committee)	Parents of SPED Students	January 20, 2015	6:00 pm	BTSA / PAR building 4120 N First Street
DAC (District Advisory Council) Review of 2014-15 LCAP and Discussion of 2015-16 Priorities	Parents	December 4, 2014	5:30 pm	Gaston Middle School 1100 E. Church Avenue
DAC (District Advisory Council) Review of 2015-16 Draft	Parents	April 23, 2015	5:30 pm	Ahwahnee Middle Sch. 1127 E. Escalon Ave.
Student Advisory Board	Students	November 10,2014	8:30 am	Fresno Elks Lodge 5351 N. Diana St.
Student Advisory Board	Students	December 9, 2014	8:30 am	Fresno High School 1839 N. Echo Ave.
CSEA	Staff	January 20, 2015	4:00 pm	CSEA Field Office
FTA	Staff	TBD		
FASTA	Substitute Teachers	February 10, 2015	3:00 pm	SEIU Office
SEIU	Staff	January 27, 2015	10:00 am ;	Huntington Conference Rm; Facilities
Regional Engagement Meetings	Parents, Teachers, Students, Community	January 28, 2015	6:00 pm	Bullard High Cafeteria 5445 N. Palm
Regional Engagement Meetings	Parents, Teachers, Students, Community	December 16, 2014	6:00 pm	Sunnyside High Theatre 1019 S. Peach Ave.
Regional Engagement Meetings	Parents, Teachers, Students, Community	November 20, 2014	6:00 pm	McLane High School 2727 N Cedar Ave
Regional Engagement Meetings	Parents, Teachers, Students, Community	December 17, 2014	6:00 pm	Edison High School 540 E California Ave
Regional Engagement Meetings	Parents, Teachers, Students, Community	January 15, 2015	6:00 pm	Roosevelt High School 4250 E Tulare Street
Regional Engagement Meetings	Parents, Teachers, Students, Community	December 11, 2014	6:00 pm	Hoover High School 5550 N 1st Street

Regional Engagement Meetings	Parents, Teachers, Students, Community	January 14, 2014	6:00 pm	Fresno High School 1839 N Echo Ave
Community Meeting	Parents, Teachers, Students, Community	February 19, 2015	6:00 pm	McLane High School 2727 N Cedar Ave
Lunchtime Student Engagement Event	Students	November 20, 2014	12:00pm	McLane High School
Lunchtime Student Engagement Event	Students	December 16, 2014	12:00pm	Sunnyside High School
Lunchtime Student Engagement Event	Students	December 11, 2014	12:00pm	Hoover High School
Lunchtime Student Engagement Event	Students	January 28, 2015	12:00pm	Bullard High School
Lunchtime Student Engagement Event	Students	January 15, 2015	12:00pm	Roosevelt High School
Lunchtime Student Engagement Event	Students	February 11, 2015	12:00pm	Edison High School
Lunchtime Student Engagement Event	Students	January 14, 2015	12:00pm	Fresno High School
C.A.R.E – Community Advocates Resource for Education	Community	December 15, 2014	6:00 pm	SEIU 6725 N. Willow, #101
Community Based Organization – TV	Community	January 13, 2015	Morning Show Segment	Univision TV
Community Based Organization – Stone Soup/Fresno Center for New Americans	Parents, Students, Community	March 4, 2015	6:00pm	Center for New Americans
West Fresno Community Meeting	Community, Parents, Students	January 22, 2015	5:30 pm	New Light for New Life Church of God

Total Events as of February 25, 2015 = 34

Total Planned Events, not counting Board Presentations = 37

Fresno Unified School District

NCLB Waiver Overview

April 2014

Objective

- Parents will understand what is the NCLB Waiver
  - 3 Principles
  - 3 Domains
- Parents will be able to state the impact of the NCLB Waiver at their schools
- Parents will know the CORE School Designations

Pre Assessment

1. Does the NCLB Waiver eliminate ALL NCLB requirements?

   a. Yes b. No

2. A subgroup of students under the NCLB Waiver is?

   a. 100 b. 50 c. 20 d. 25

3. What are the three domains of being college and career ready graduates?

   a. College, Career, Graduates b. Academic, Social-Emotional, Culture & Climate

   c. College, Culture, and Climate d. None of the above

4. What are the CORE school designations?

   a. Reward, Priority, and Focus Schools b. Distinguished, Focus, and Priority

   c. Priority, Focus, and PI Schools d. All of the above

5. What are the 3 Principals of the waiver?

   a. College & Career Ready, Differentiated Support and Accountability, and Supporting Effective Instruction and Leadership

   b. Differentiated Support, Accountability and Leadership

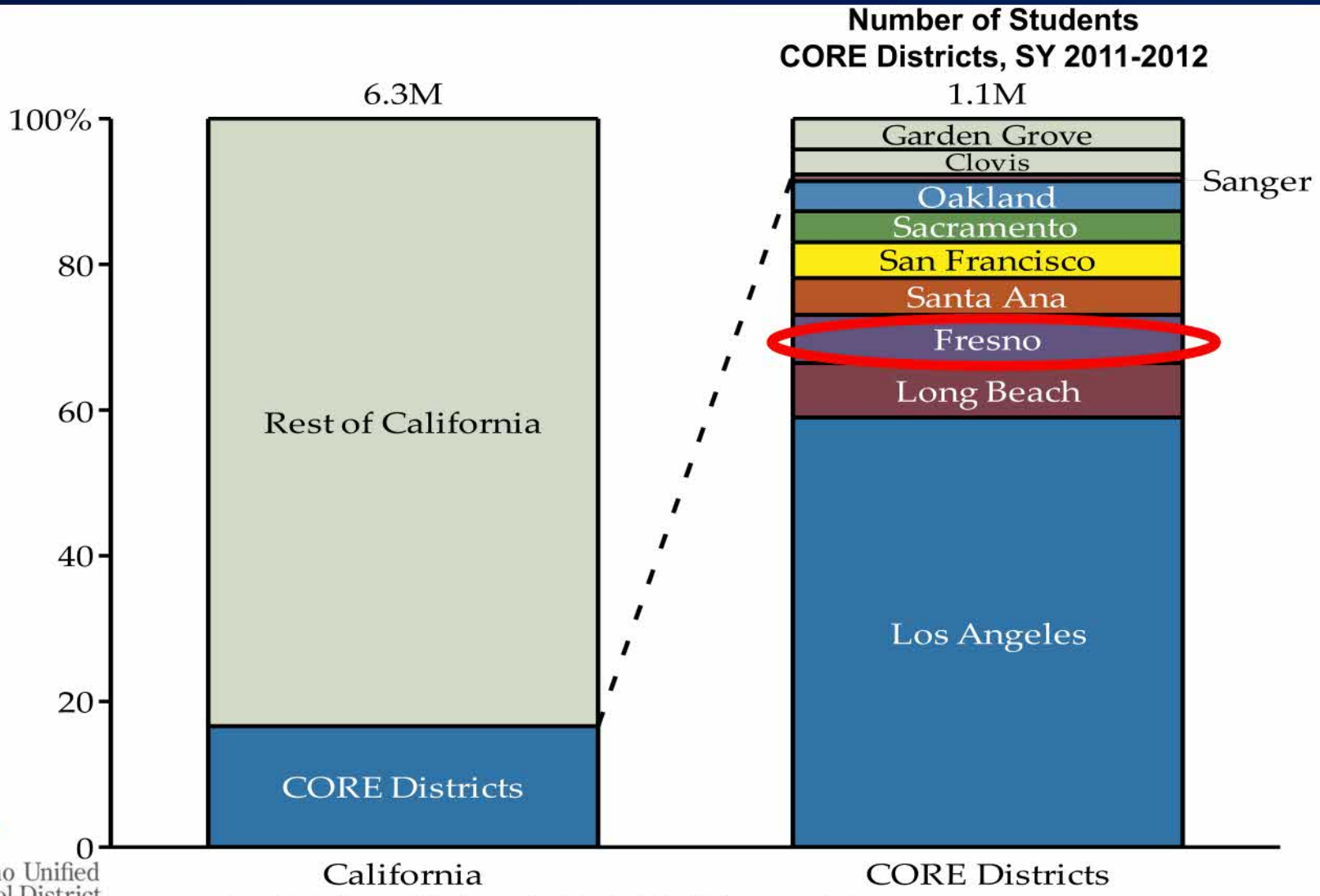
   c. Recognition, Accountability, and College & Career Ready

Why a Waiver?

- The No Child Left Behind (NCLB) -legislation mandated that all students must be academically proficient by 2014 based on State Test Scores.
- Districts across the country were struggling to meet this "one-size fits all" practice due to **diversity in student needs**
  - The State of California applied for a waiver, but was denied

8 of the CORE districts applied and were approved

Who is CORE?



Fresno Unified School District

Note: Garden Grove and Clovis are not participating in the ESEA waiver application

NCLB Waiver Principles

Principle I

- College & Career Readiness for All Students

Principle II

- Differentiated Recognition, Accountability, and Support

Principle III

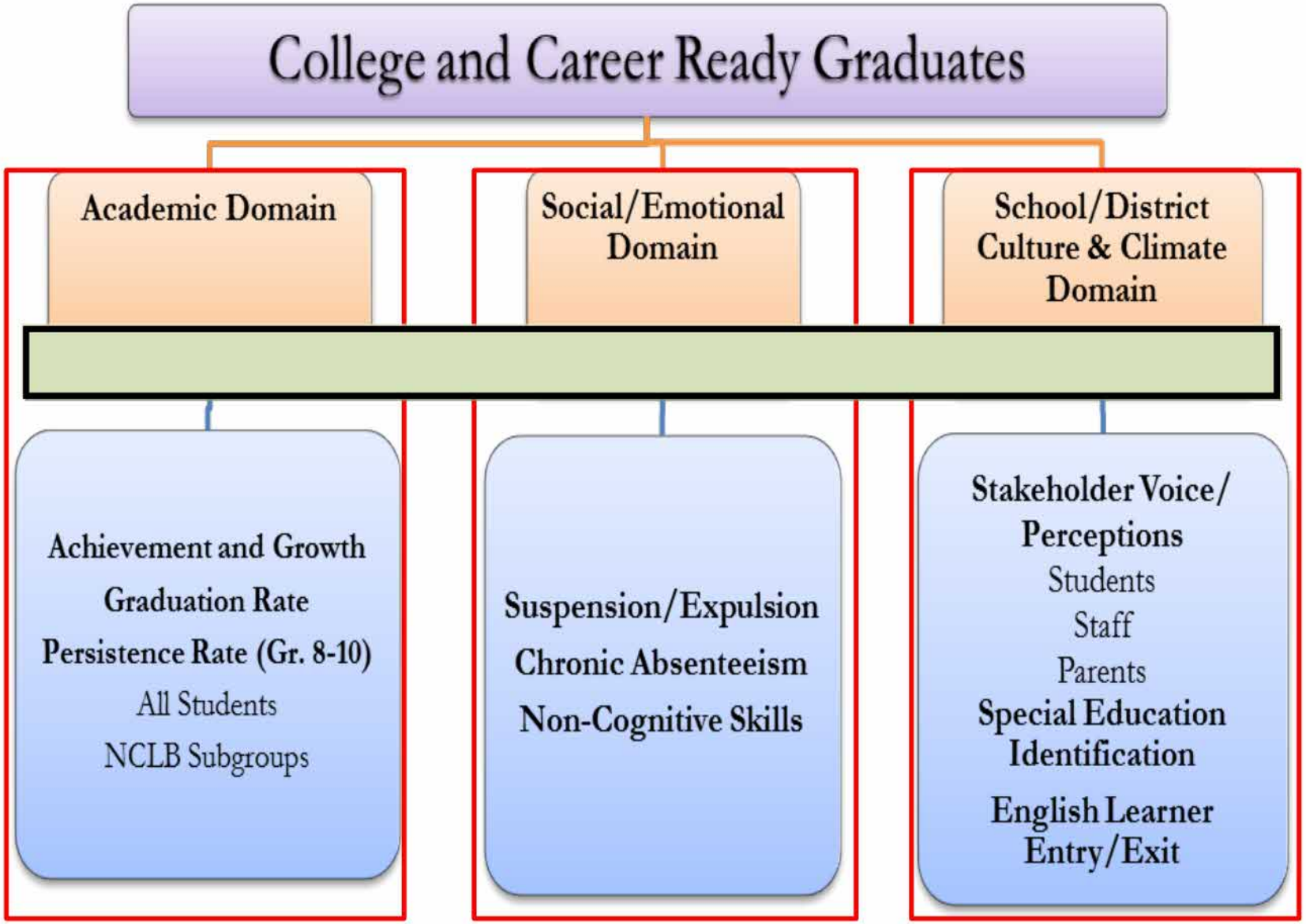
- Supporting Effective Instruction and Leadership

What Does the NCLB Waiver Mean to FUSD?

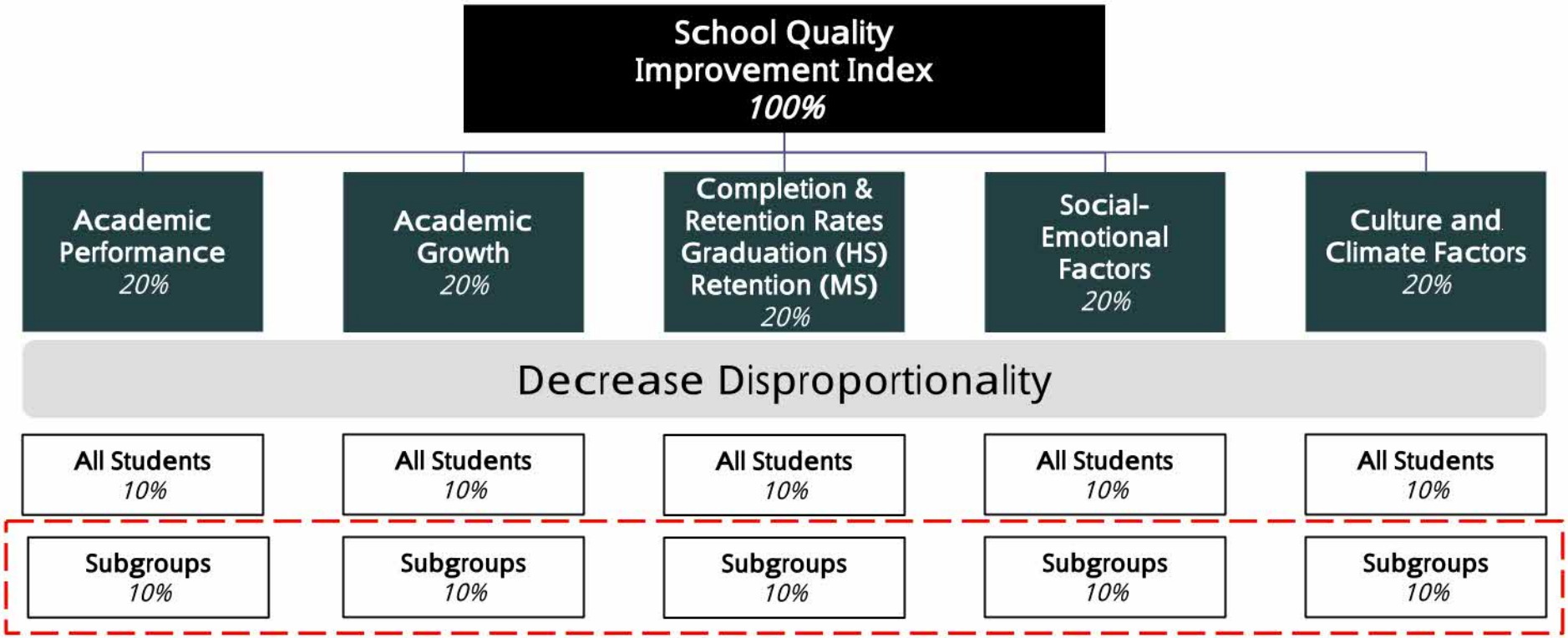
All students will be **College and Career Ready**

Higher level of **shared responsibility**, **support**, and **accountability measures**

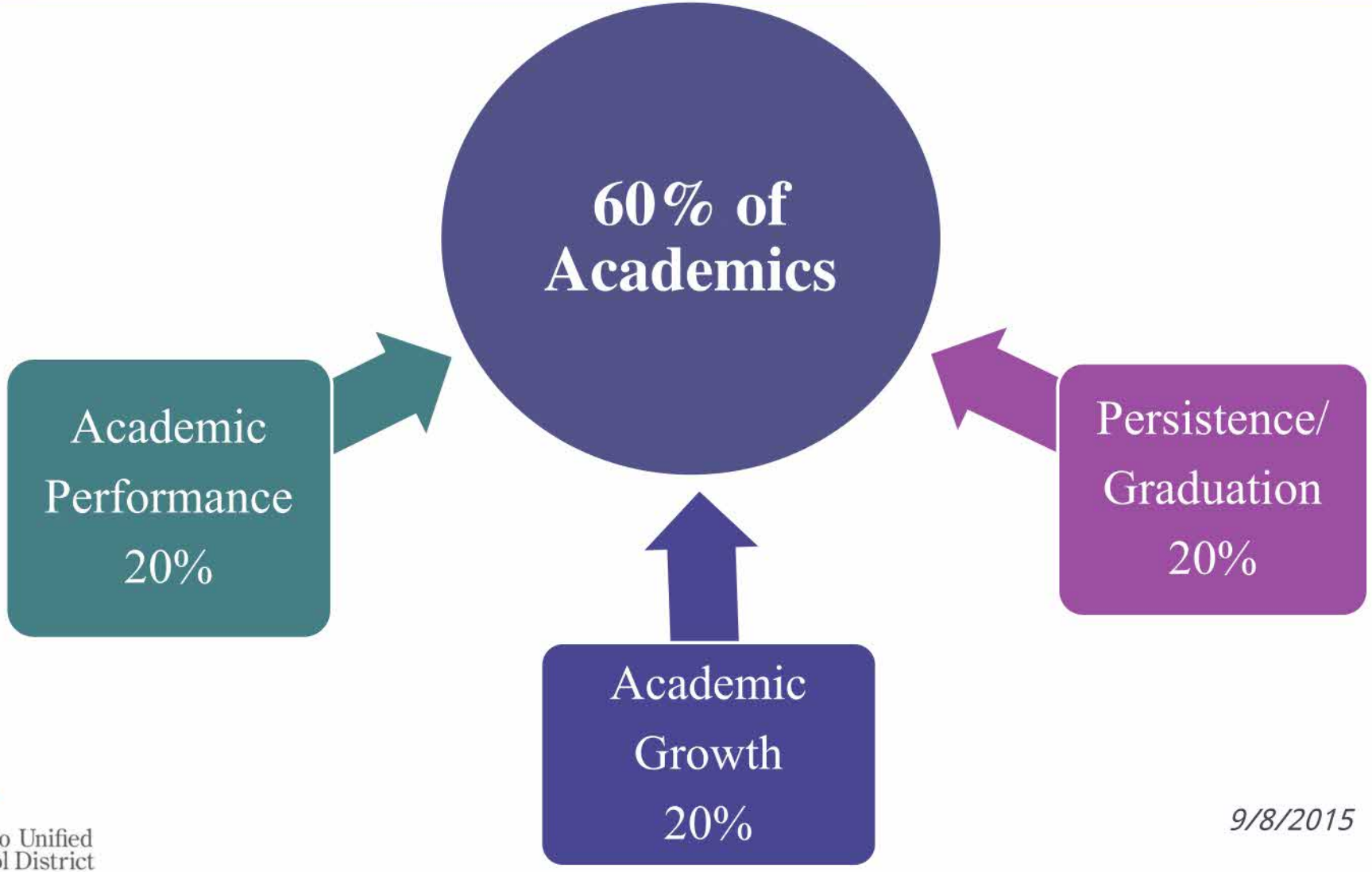
Eliminates **DISPARITY** and **DISPROPORTIONALITY**
→ 20 set as the number of student that makes up a given subgroup instead of the 100 under NCLB


College and Career Ready Graduates
Academic Domain
Social/Emotional Domain
School/District Culture & Climate Domain
Achievement and Growth
Graduation Rate
Persistence Rate (Gr. 8-10)
All Students
NCLB Subgroups
Suspension/Expulsion
Chronic Absenteeism
Non-Cognitive Skills
Stakeholder Voice/ Perceptions
Students
Staff
Parents
Special Education Identification
English Learner Entry/Exit

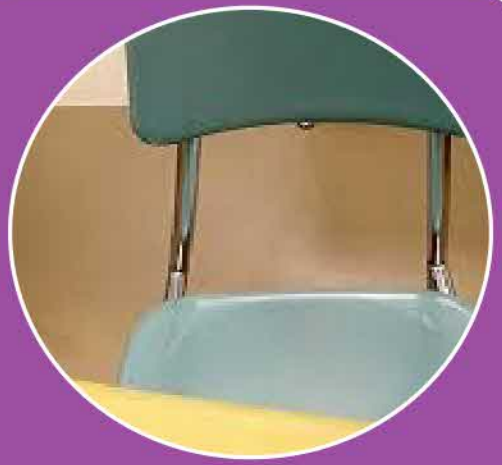
Disproportionality



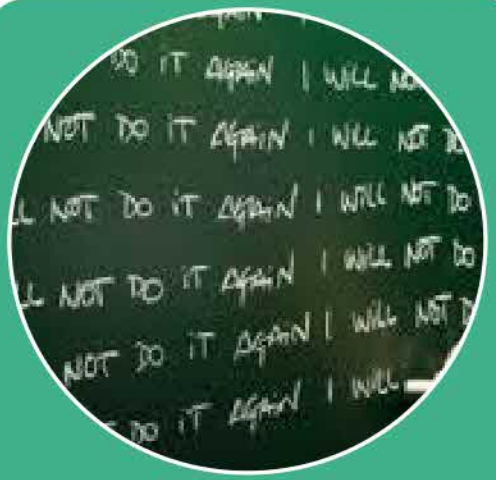
Academic Domain



Social Emotional Domain



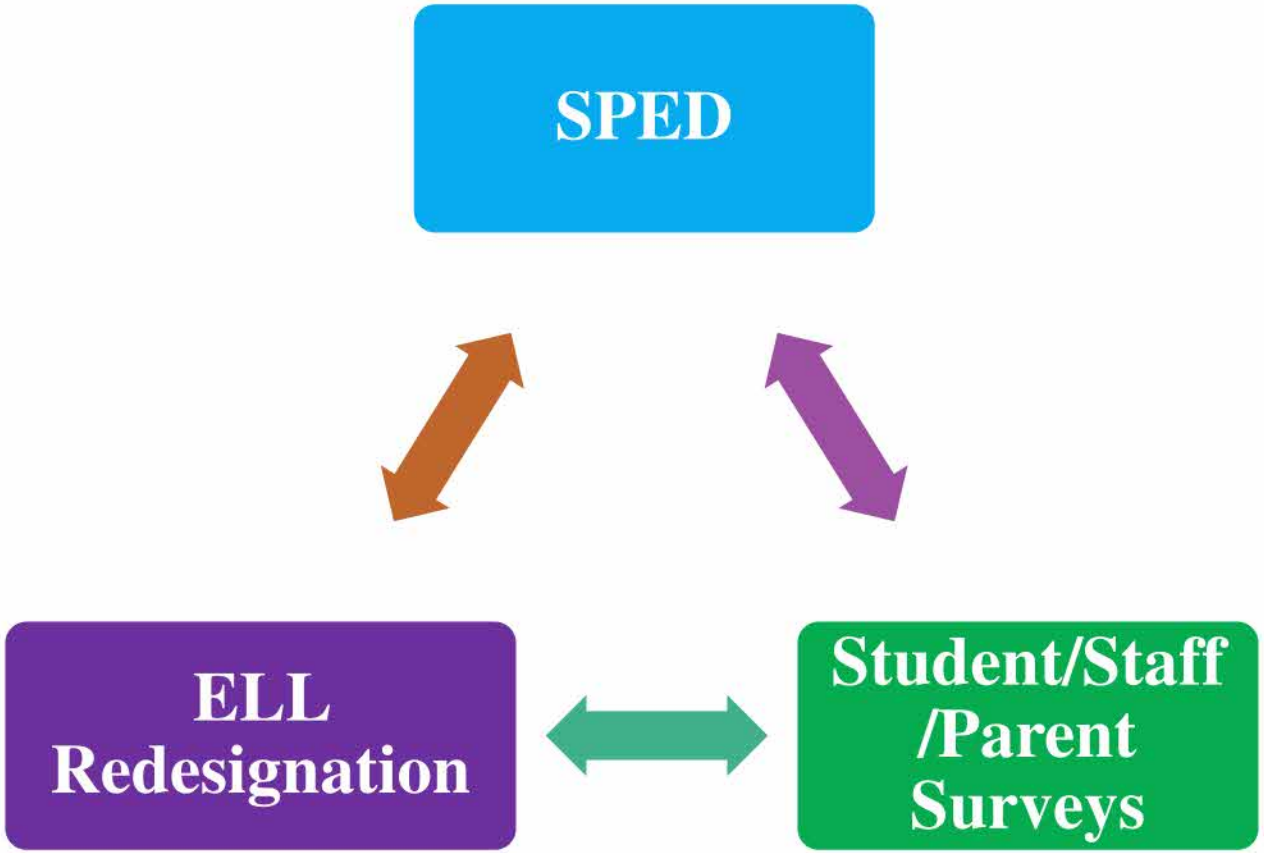
Absenteeism



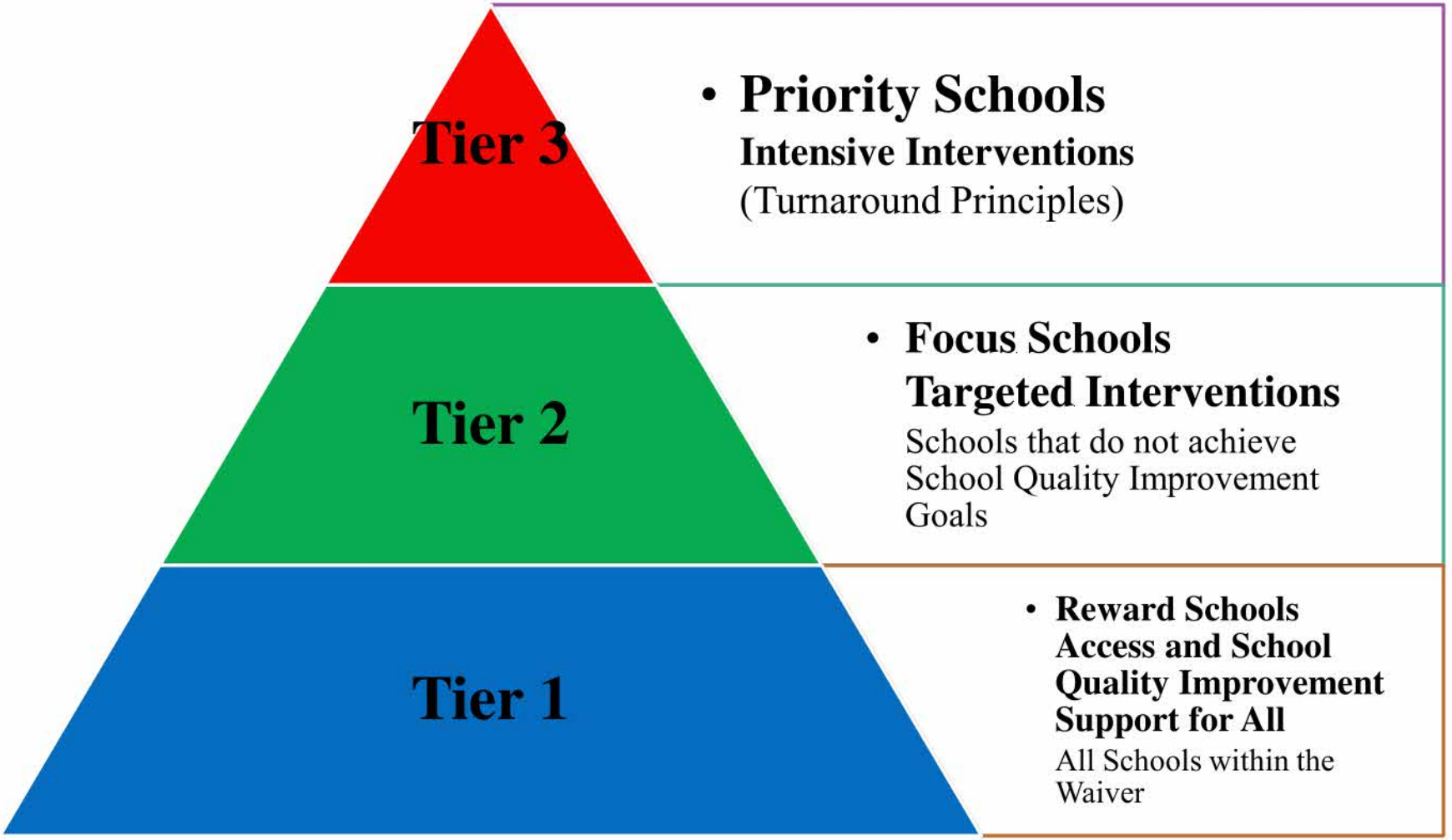
Suspension/ Expulsion

Non-Cognitive Skills

Culture and Climate Domain



Classification of Schools

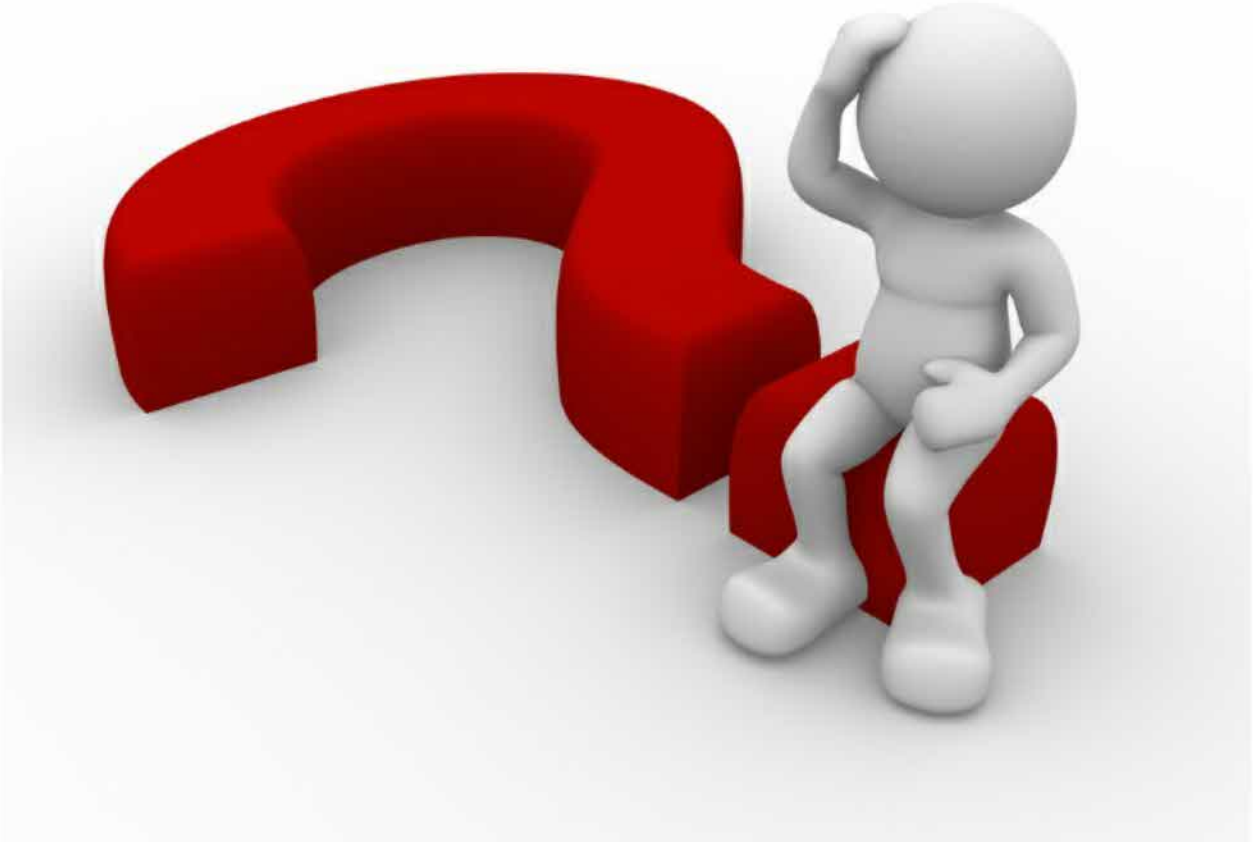


Next Steps

- Classification of the remaining school sites in 2014-15
- Parent/student notification via parent handbook
- Renewal application pending

Post Assessment

Questions?



Los Angeles Unified School District

CORE Waiver Renewal Community Meetings

February and March 2015

Who is the California Office to Reform Education (CORE)?

CORE Districts Participating in the Waiver SY 2013-2014

- CORE is a non-profit organization that includes **ten California school district** that work collaboratively to significantly improve student achievement
- Together **CORE** districts serve more than **one million students** and families *(approximately 20% of all CA students)*
- **Seven** of the ten participating districts applied for the 2014-15 waiver
- CORE must apply for renewal by March 31, 2015 to continue this work through 2017-18.

Why LAUSD chose to participate in the CORE Waiver

- School improvement efforts are grounded in **collaboration** across schools and districts to build knowledge and share practices in support of our students becoming college and career-ready

- Aligns with our district initiative to support the **Common Core roll-out**

- Aligns with our district initiatives to support **Teacher and Leadership development and evaluation**

- Creates a **new accountability system** that:
  - recognizes performance growth
  - over time will base evaluation of school performance on multiple measures, including academics, social/emotional and school culture & climate factors
  - captures positive or negative changes in school achievement gaps
  - invites shared responsibility of accountability across and within districts

- Greater autonomy in the use of some of our Title I funds

- Affords us greater influence over the design and development of elements of the new system

Examples of what we have been able to do as a direct result of being part of the CORE Waiver

- **ADDITIONAL LEARNING TIME:**
  - Last year, more than 18,000 students at 150 elementary and middle schools participated in the first summer program at LAUSD at those levels in more than 6 years.
  - More than 25,000 students at 53 High Schools participated in a Credit Recovery program.
- **SOCIAL-EMOTIONAL LEARNING:**
  - The waiver seeks to place value on Social-Emotional Learning– we have invested in programs to support this type of development.
- **FOCUS ON CLOSING ACHIEVEMENT GAPS:**
  - LAUSD has invested in supporting teachers in being able to assist targeted student groups to reduce achievement gaps at schools with significant gaps.
- **USING STAKEHOLDER FEEDBACK FOR DECISIONS:**
  - After Fall 2014 community meetings, we were able to influence key decisions about the accountability metrics to reflect feedback from our constituents. Prior to the CORE waiver, it was much harder to influence such policies.
- **TIME FOR SCHOOLS TO LEARN WITH AND FROM EACH OTHER**
  - The waiver emphasizes collaborative learning such that our teachers and school leaders can benefit from the knowledge and perspectives of colleagues to support school improvement and student achievement at schools in need of support.
- **ONGOING COMMITMENT AND COLLABORATION FOR KEY INITIATIVES**
  - Common Core and Teacher/School Leader supports and evaluation are cornerstones of the waiver that help our district work towards college and career-readiness

If we do not continue in the CORE Waiver, then…

- Since the elementary and middle schools and social-emotional work are 100% funded by Title I, if we did not have the waiver, general funds would need to be found to continue these programs; similarly, high school credit recovery options would need to be funded through other means.

- LAUSD would need to enlist private vendors (rather than your children's teachers) to provide additional learning time even though we have evidence that these services did not positively effect student achievement.

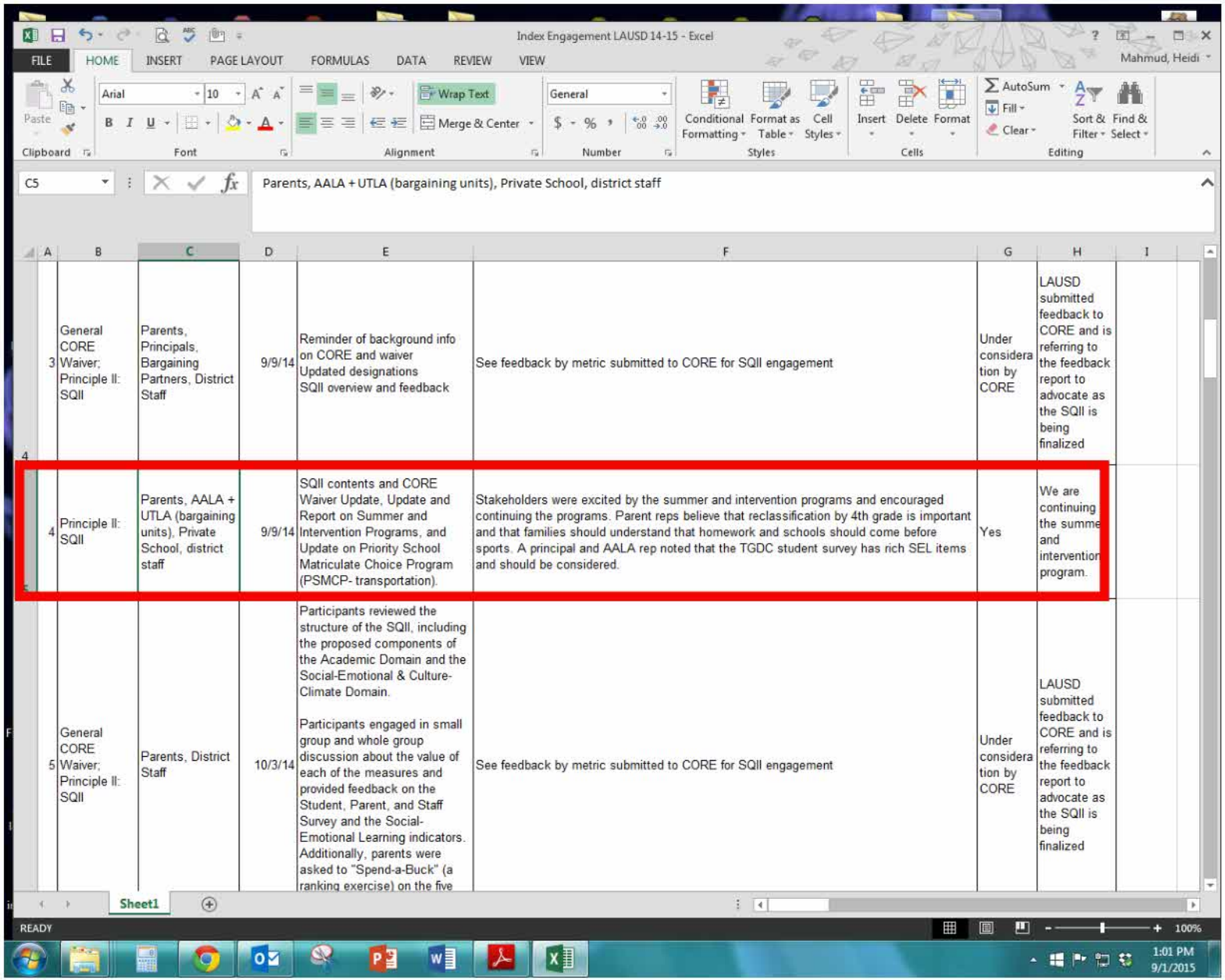
- Forego an accountability system that includes many factors beyond testing, including attendance, suspension and social-emotional factors.

- Nearly all Title I schools would be considered in need of intervention (i.e. , identified as Program Improvement) and would have to implement related sanctions with budget implications.

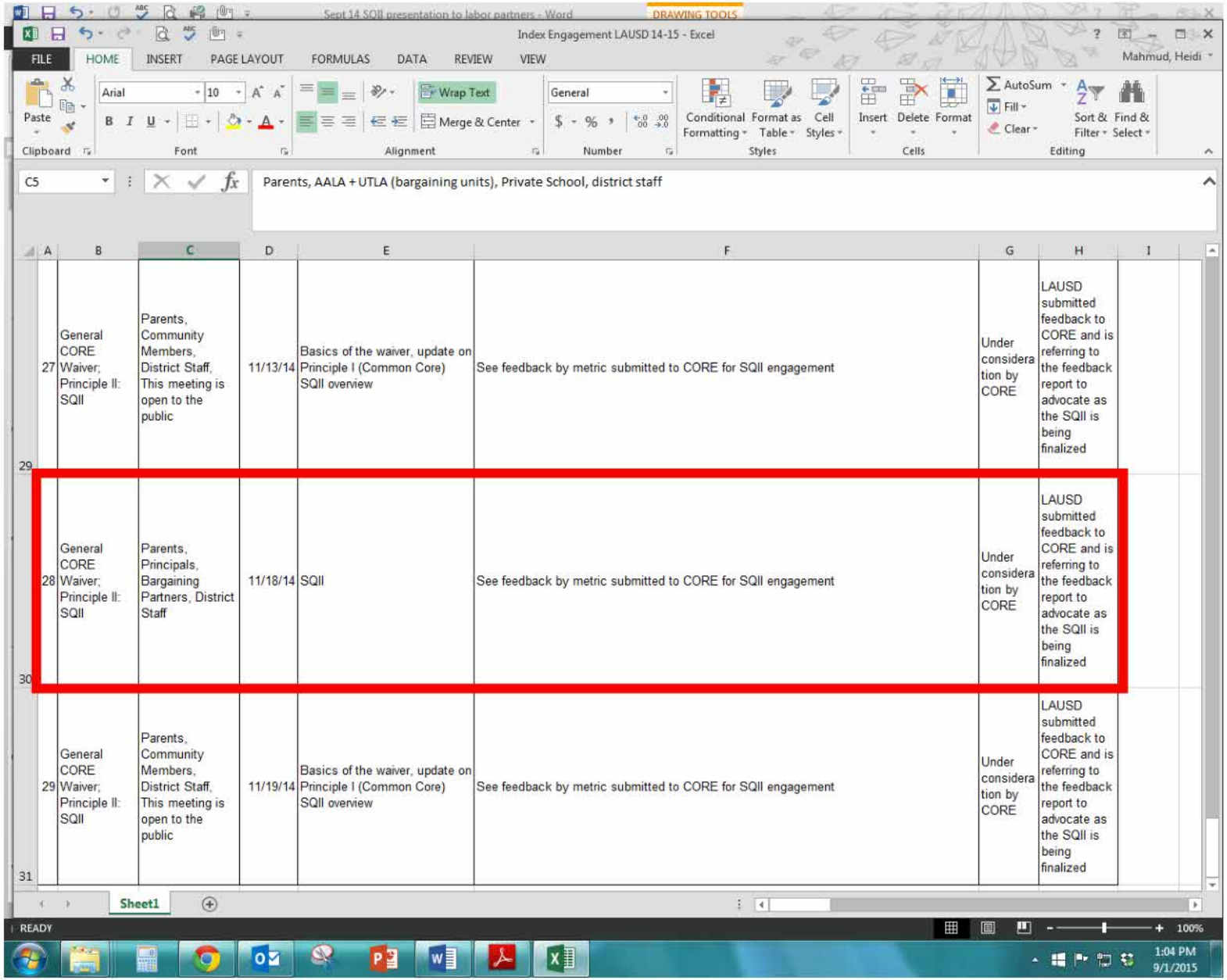
SHARE YOUR COMMENTS!!!

Please share any comments you have about our waiver renewal by March 15th so that the CORE Board can consider it prior to making the request to the US Department of Education. Your comments can be shared here: http://bit.ly/CORErene

For other basic information about the CORE waiver, visit CORE Corner on the LAUSD Website or CORE's website at: http://coredistricts.org/school-quality-improvement-system/ .



	A	B	C	D	E	F	G	H	I
3		General CORE Waiver; Principle II: SQII	Parents, Principals, Bargaining Partners, District Staff	9/9/14	Reminder of background info on CORE and waiver Updated designations SQII overview and feedback	See feedback by metric submitted to CORE for SQII engagement	Under consideration by CORE	LAUSD submitted feedback to CORE and is referring to the feedback report to advocate as the SQII is being finalized	
4									
4		Principle II: SQII	Parents, AALA + UTLA (bargaining units), Private School, district staff	9/9/14	SQII contents and CORE Waiver Update, Update and Report on Summer and Intervention Programs, and Update on Priority School Matriculate Choice Program (PSMCP- transportation).	Stakeholders were excited by the summer and intervention programs and encouraged continuing the programs. Parent reps believe that reclassification by 4th grade is important and that families should understand that homework and schools should come before sports. A principal and AALA rep noted that the TGDC student survey has rich SEL items and should be considered.	Yes	We are continuing the summe and intervention program.	
5									
5		General CORE Waiver; Principle II: SQII	Parents, District Staff	10/3/14	Participants reviewed the structure of the SQII, including the proposed components of the Academic Domain and the Social-Emotional & Culture-Climate Domain. Participants engaged in small group and whole group discussion about the value of each of the measures and provided feedback on the Student, Parent, and Staff Survey and the Social-Emotional Learning indicators. Additionally, parents were asked to "Spend-a-Buck" (a ranking exercise) on the five	See feedback by metric submitted to CORE for SQII engagement	Under consideration by CORE	LAUSD submitted feedback to CORE and is referring to the feedback report to advocate as the SQII is being finalized	



	A	B	C	D	E	F	G	H	I
27		General CORE Waiver; Principle II: SQII	Parents, Community Members, District Staff, This meeting is open to the public	11/13/14	Basics of the waiver, update on Principle I (Common Core) SQII overview	See feedback by metric submitted to CORE for SQII engagement	Under consideration by CORE	LAUSD submitted feedback to CORE and is referring to the feedback report to advocate as the SQII is being finalized	
28		General CORE Waiver; Principle II: SQII	Parents, Principals, Bargaining Partners, District Staff	11/18/14	SQII	See feedback by metric submitted to CORE for SQII engagement	Under consideration by CORE	LAUSD submitted feedback to CORE and is referring to the feedback report to advocate as the SQII is being finalized	
29		General CORE Waiver; Principle II: SQII	Parents, Community Members, District Staff, This meeting is open to the public	11/19/14	Basics of the waiver, update on Principle I (Common Core) SQII overview	See feedback by metric submitted to CORE for SQII engagement	Under consideration by CORE	LAUSD submitted feedback to CORE and is referring to the feedback report to advocate as the SQII is being finalized	

LOS ANGELES UNIFIED SCHOOL DISTRICT

Federal and State Education Programs Branch
333 South Beaudry Avenue, 16th Floor
Los Angeles, CA 90017

Title I Focus Group Meeting

Tuesday, January 20, 2015
Conference Room 2-131 ~ 9:00 am – 11:00 am

agenda

Welcome	Karen Ryback Federal & State Education Programs
CORE Waiver Update	Julianna Coco CORE Waiver Compliance
Title I Study Groups **Community Meetings** **Development of Instructional Models**	Rowena Lagrosa Diane Pannosian Parent, Community, and Student Services
Neglected/Delinquent Program - Overview	Norma Sturgis Neglected/Delinquent Program
Federal Program Monitoring 2014 - 2015	Gerardo Cervantes Federal & State Education Programs
Board Resolution: Request for Analysis of Title I Budget Allocations	Karen Ryback Federal & State Education Programs
Consolidated Application	Victoria Reyes Budget Services & Financial Planning

LOS ANGELES UNIFIED SCHOOL DISTRICT
Federal and State Education Programs

Title I Focus Group Meeting

Beaudry Building, Room 2-131

Tuesday, January 20, 2015 ⇝ 9:00 – 11:00 a.m.

Sign-In Sheet

Name	Unit/Organization	E-mail	Signature
Cabrera, Benita	Parent Rep. ESC – South		(b)(6)
Cervantes, Jerry	FSEP	gac0313@lausd.net	
Coco, Julianna	Intensive Support & Intervention	juliannac.coco@lausd.net	
Colacion, Edward	AALA	eac3110@lausd.net	
Delos Santos-Iya, Cindy	FSEP	cindy.delossantos@lausd.net	
Florindez, Sue	ESC – North	sue.florindez@lausd.net	
Garcia, Eva	AALA	eva.n.garcia@lausd.net	
Harari, Itamar	Bureau of Jewish Education		
Hayashi, Christine	Archdiocese of LA		
Hurd, Paulette	Parent Rep. ESC – West	(b)(6)	
Jamerson, Susan	Student Integration Services	susan.baker@lausd.net	
Jarquin, Jose A.	FSEP	jaj7955@lausd.net	
Kaplan, Bryan	Torah Schools	(b)(6)	
Lagrosa, Rowena	PCSB	rowena.lagrosa@lausd.net	

Title I Focus Group Meeting

Tuesday, January 20, 2015

Name	Unit/Organization	E-mail	Signature
Mahmud, Heidi	PCSB	hkm3059@lausd.net	(b)(6)
Martinez, Monica	Parent Rep. ESC – ISIC	(b)(6)	
Montes de Oca, Maria	Parent Rep. ESC – South		
Muncey, Donna	Office of the Superintendent	donnna.muncey@lausd.net	
Mundy, James	FSEP	jmundy@lausd.net	
Navalta, Pam			
Panossian, Diane	PCSB	dpanossi@lausd.net	
Prieto, Adan	Parent Rep. ESC – East		
Ramirez, Juan	UTLA	jramirez@utla.net	
Reyes, Wendy	Parent Rep. ESC – North		
Rico, Maria Elena	AALA	mariaelena.rico@lausd.net	
Robinson, Nancy	BTB	nancy.robinson@lausd.net	
Ryback, Karen	FSEP	karen.ryback@lausd.net	
Schwab, Colleen	UTLA	cschwab@utla.net	
Shannon, Peggy	CSEA	(b)(6)	
Tomyoy, Cathy	FSEP	cathy.tomyoy@lausd.net	
Zayas, Andala	SEIU Local 99	azayas@seiu99.org	

LOS ANGELES UNIFIED SCHOOL DISTRICT
Federal and State Education Programs

Title I Focus Group Meeting

Beaudry Building, Room 2-131

Tuesday, January 20, 2015 ~ 9:00 – 11:00 a.m.

Sign-In Sheet

Name	Unit/Organization	E-mail	Signature
Rachel Rodarte	LAUSD CORE	(b)(6)	
Victoria Reyes	Budget		
Darnisa Amante	Harvard		
Lori Vollmer	H&P		
Norma Sfargis	SHHS Nord		

Title I Focus Group: CORE Waiver

1.20.2015

Key Updates to the Work (1 of 2 slides)

Principle I

- PD on delivery of ELA across content areas and math to support all learners
- Use of SBAC-aligned assessments to progress monitor & inform instruction
- PD on ELA standards and the connections to English Language Development (ELD) standards
- Continuous improvement cycles of planning, delivery, reflection, revising to improve practice and achievement
- Preparing to implement SBAC

Principle II

- Schools planned & began Communities of Practice and Pairing work. CORE held a Facilitator check-in.
- CORE board voted on the Index (SQII)
- Schools are planning or doing intervention
- Beyond the Bell will issue guidance on Summer program in February
- Continuing to develop Social-Emotional Skills support structure
- Schools are updating their multi-year SPSAs with support from FSEP

Key Updates to the Work (2 of 2 slides)

Principle III

- CORE defined guidelines for evaluation of Non-Tested Grades and Subjects to be submitted to USED for approval
- Stakeholder engagement re TGDC and SLGDC

General

- CORE will apply to USED for waiver renewal. Any amendments and related feedback opportunities will be posted on CORE Corner and PCSB webpages- email corewaiver@lausd.net to submit any feedback in the meantime.
- Oversight Panel meeting January 22, 2015

Update on School Quality Improvement Index

The CORE Board made decisions about what to submit to USED for approval vis-à-vis the School Quality Improvement Index (see brief descriptions and weights in subsequent slides). We may not hear back until the Fall.

- Included in CORE's request to USED will be that we defer updating the designations list until 2016-17 based on 2015-16 data. If not approved, we will need to update the list based on 2014-15 data.
- 2014-15 SBAC will count as far as we know.
- Feedback from stakeholders was considered in the final decisions by the board.

Brief Description: ACADEMIC METRICS

- ***Performance***: based on % of students proficient or above on SBAC.

- ***Growth***: (2 possibilities) CORE's preference is to use the vertical scale in SBAC to measure simple growth. If analysis suggests that the vertical scale is not consistent, then CORE will use a Student Growth Percentage model and control for prior achievement in ELA and Math and the following observable demographics: special education, EL, FRPL, homelessness and foster status.

- ***HS Readiness***: % of 8th grade students with all of the following characteristics in 8th grade: ≥2.5 GPA, 96%+ attendance, no suspensions, no D's or Fs in ELA or math.

- ***Graduation:*** % of students who graduate in 4, 5, or 6 years.

Note: These metrics are subject to USED approval.

Brief Description: SEL and Culture/Climate Metrics

- ***Chronic Absentee**:* % of students with ≤90% attendance.
- ***Suspensions:*** % of students with a suspension or expulsion.
- ***Climate Surveys:*** *(under development)* Score based on parent, staff and student surveys relating to academic environment, sense of belonging, discipline, and social-emotional security. Will be integrated into School Experience Survey this year.
- ***Social-Emotional Skills*** *(under development)* Score based on student surveys relating to Growth Mindset, Self Efficacy, Self Management and Social Awareness. Will be integrated into School Experience Survey this year.
- ***EL Redesignation:*** % of students who reclassified and never became, or are no longer LTELs (i.e. RFEP/RFEP+LTEL)

Note: These metrics are subject to USED approval.

School Quality Improvement Index
METRICS OVERVIEW 2014-15 Data

SQII Score
100%

Academic Domain
60%

HIGH	MIDDLE	ELEMENTARY
Performance (30%)	Performance (30%)	Performance (60%)
+	+	+
Growth (0%)	Growth (0%)	Growth (0%)
+	+	
Graduation (30%)	HS Readiness (30%)	
=60%	=60%	=60%

THIS IS *DRAFT* INFORMATION- it requires submission to and approval from USED, which we may not have until the Fall. Included in our request will be that designations are not updated until 2016-17.

Social-Emotional & Culture-Climate Domain
40%

ALL SCHOOL LEVELS

- Chronic Absenteeism (13.33%)
- +
- Climate Surveys (0%-field test)
- +
- Suspension/Expulsion (13.33%)
- +
- Social-Emotional Skills (0%-field test)
- +
- EL Redesignation (13.33%)

Special Education Disproportionality
(0%- for information only)

=40%

School Quality Improvement Index
METRICS OVERVIEW 2015-16 + beyond

SQII Score
100%

Academic Domain
60%

HIGH	MIDDLE	ELEMENTARY
Performance (20%)	Performance (20%)	Performance (30%)
+	+	+
Growth (20%)	Growth (20%)	Growth (30%)
+	+	
Graduation (20%)	HS Readiness (20%)	
=60%	=60%	=60%

Social-Emotional & Culture-Climate Domain
40%

ALL SCHOOL LEVELS

- Chronic Absenteeism (8%)
- +
- Climate Surveys (8%)
- +
- Suspension/Expulsion (8%)
- +
- Social-Emotional Skills (8%)
- +
- EL Redesignation (8%)

Special Education Disproportionality
(0%- for information only)

=40%

THIS IS *DRAFT* INFORMATION- it requires submission to and approval from USED, which we may not have until the Fall. Included in our request will be that designations are not updated until 2016-17.

Questions or Feedback?

Do you have any feedback or questions about anything we have shared today?

If you have questions or feedback after today, email corewaiver@lausd.net.

Parent and Community Sunshine Committee

March 2, 2015

Agenda

Welcome

CORE Waiver Presentation

Trades Tentative Agreement

CSEA

UTLA Proposals

Reflection and Feedback

Los Angeles Unified School District

All Youth Achieving

CORE Corner

WAIVER RENEWAL- PUBLIC COMMENT

LAUSD, alongside 6 California CORE Districts, is planning to request a three-year renewal of its federal CORE Waiver in March 2015. Until March 13, 2015, CORE Districts are collecting public comments related to the renewal or CORE Waiver in general.

If you would like to learn more about the waiver and extension request, please click here. For a review of the ways in which LAUSD has benefitted from the CORE Waiver, please click here. If you would like to submit public comment for consideration, please fill out the brief survey here. We welcome all comments, including those of support and those with feedback to improve the work.

Files:

Waiver Renewal - Comm Mtgs_2015_WB_.pdf

S F E C

CORE Corner

Back to Supt. Page

School Quality Improvement Index

Waiver Renewal

68% 6:03 PM 3/2/2015

Los Angeles Unified School District

All Youth Achieving

S F E C

Superintendent

ALL: Feb. 20 CORE Corner

CORE
CALIFORNIA OFFICE TO REFORM EDUCATION

Waiver Renewal and Parent Notifications Reminder

ALL SCHOOLS: CORE Waiver Renewal and Public Comment

LAUSD, alongside 6 California CORE Districts, is planning to request a three-year renewal of its federal CORE Waiver in March 2015. Until March 13, 2015, CORE Districts are collecting public comments related to the renewal or CORE Waiver in general.

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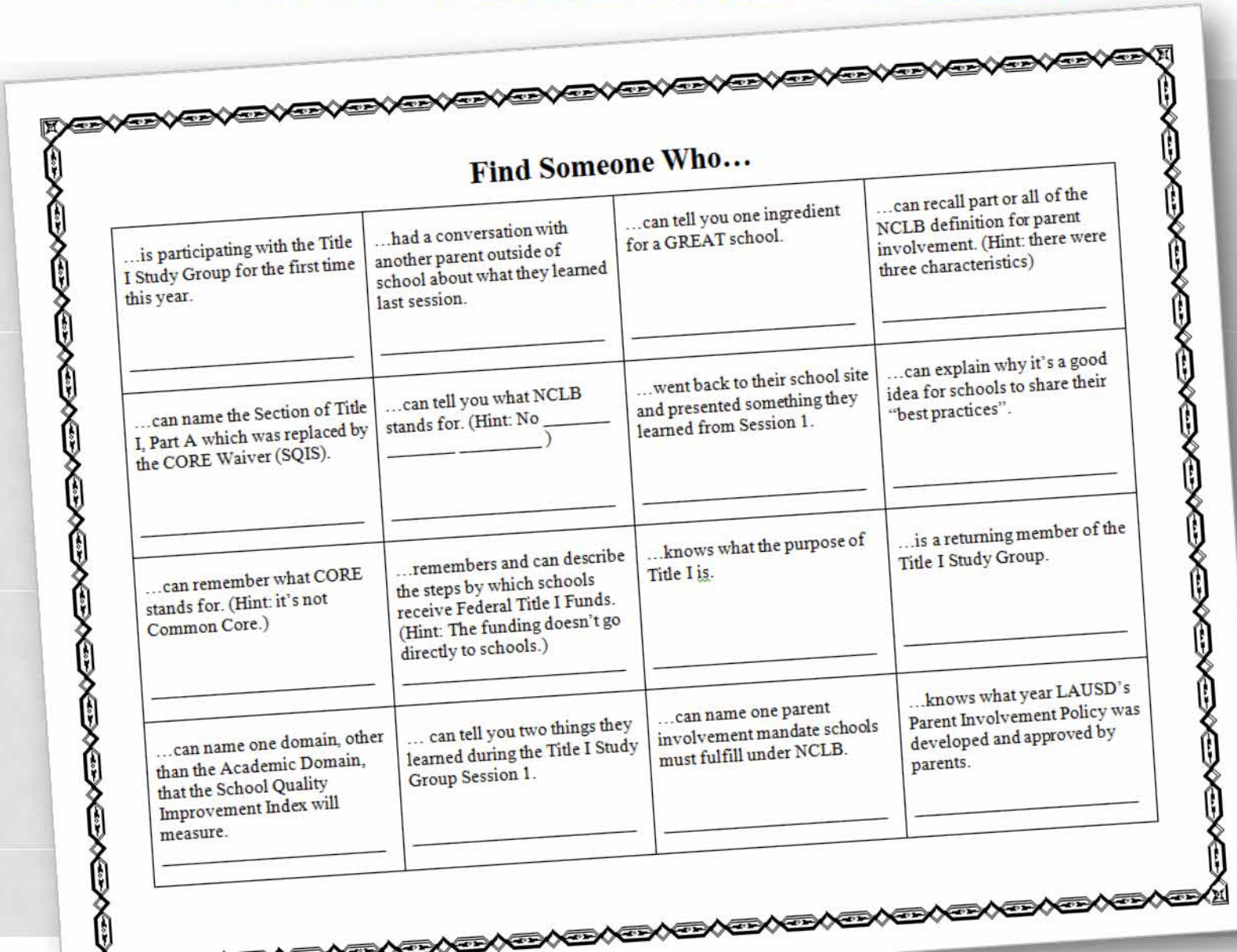
TITLE I STUDY GROUP 2014-2015

SESSION 2

FIND SOMEONE WHO…



Find Someone Who…

…is participating with the Title I Study Group for the first time this year. _____	…had a conversation with another parent outside of school about what they learned last session. _____	…can tell you one ingredient for a GREAT school. _____	…can recall part or all of the NCLB definition for parent involvement. (Hint: there were three characteristics) _____
…can name the Section of Title I, Part A which was replaced by the CORE Waiver (SQIS). _____	…can tell you what NCLB stands for. (Hint: No _____ _____ _____) _____	…went back to their school site and presented something they learned from Session 1. _____	…can explain why it's a good idea for schools to share their "best practices". _____
…can remember what CORE stands for. (Hint: it's not Common Core.) _____	…remembers and can describe the steps by which schools receive Federal Title I Funds. (Hint: The funding doesn't go directly to schools.) _____	…knows what the purpose of Title I is. _____	…is a returning member of the Title I Study Group. _____
…can name one domain, other than the Academic Domain, that the School Quality Improvement Index will measure. _____	… can tell you two things they learned during the Title I Study Group Session 1. _____	…can name one parent involvement mandate schools must fulfill under NCLB. _____	…knows what year LAUSD's Parent Involvement Policy was developed and approved by parents. _____

OBJECTIVES

- Adopt Working Agreements
- Review learning from Session 1
- Explore the two domains under the School Quality Improvement Index (SQII)
- Identify ways parents can partner with schools to support student success under the SQIS

ADOPT WORKING AGREEMENTS

- For the work today, it's important that we protect the opinions of all of our participants, that we be open to listening to others' values, beliefs, and experiences, ***and*** that when we disagree, we agree to respect each others' differences in opinion.

How my child FEELS in school is important to me. I believe that a teacher who CARES for my child is a good teacher.

RESULTS speak loudest to me. It's most important that teachers teach well and that my child learns a lot. I know my child is learning when they have to STUDY a lot and are academically CHALLENGED in school.

3 COMMON WORKING AGREEMENTS

Demonstrate Mutual Respect—

- Respect people and ideas.

Employ Skillful Listening—

- Seek first to understand, then to be understood.

Sufficient Consensus—

- Each person has an equal voice.
- We work to understand all views.
- Consensus is 75% agreement of those present.

REVIEW OF SESSION 1

- What makes a school “great”?
- What is the history and purpose of the Title I program?
- How has the School Quality Improvement System (SQIS) changed our work as a District?

WHAT IS TITLE I?

- Title I is one program under the *No Child Left Behind Act*, the reauthorization of the *Elementary and Secondary Education Act (ESEA).*
- The goal of Title I is *to provide **extra** instructional services and activities which support students identified as failing, or most at risk of failing, the state's challenging performance standards in mathematics, reading, and writing.*

TITLE I / NCLB + SQIS

WHAT IS THE SCHOOL QUALITY IMPROVEMENT SYSTEM?

- The School Quality Improvement System (SQIS) is a new way to support and evaluate schools, recognizing that there are more ingredients to a great school than just academic test scores.

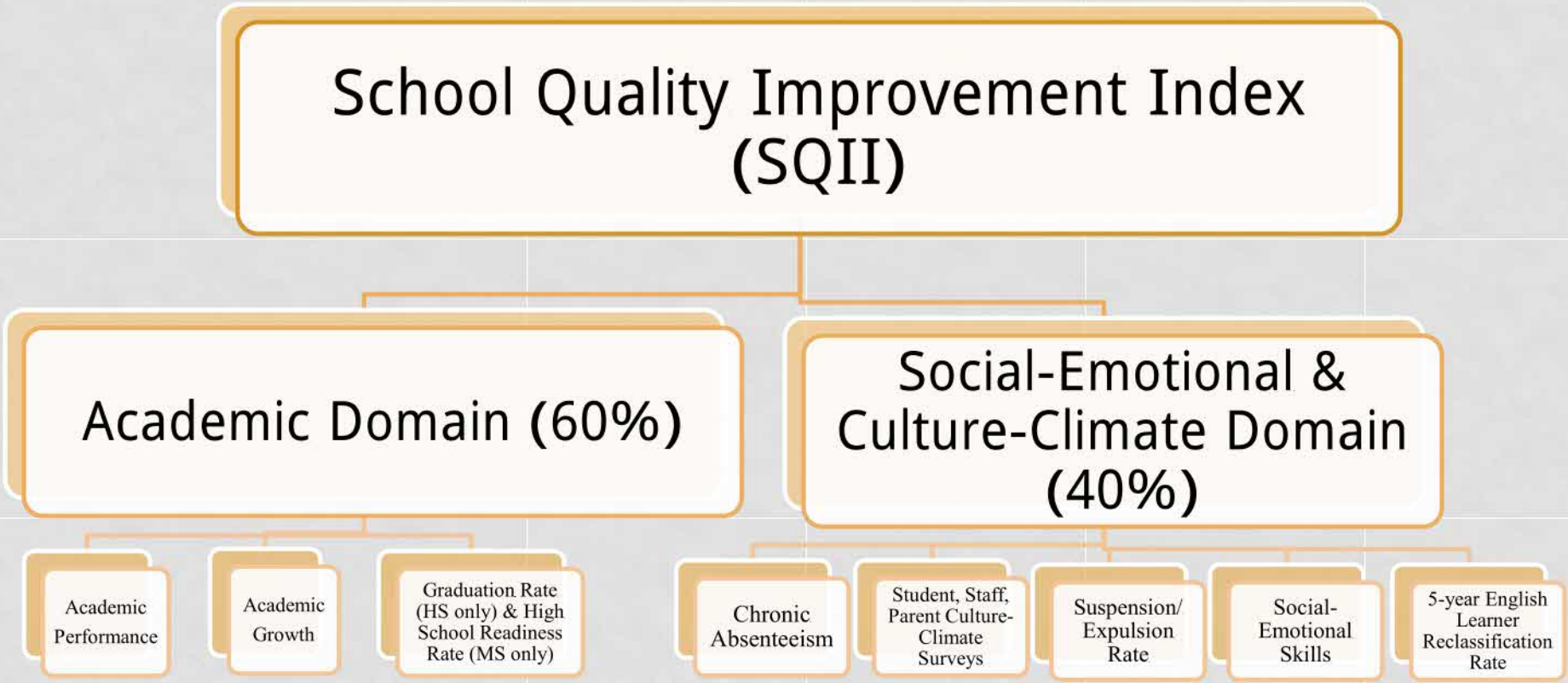
- ✓ Student attendance rate
- ✓ Graduation rate
- ✓ Suspension rate
- ✓ Student and parent survey responses

…and academic test scores.

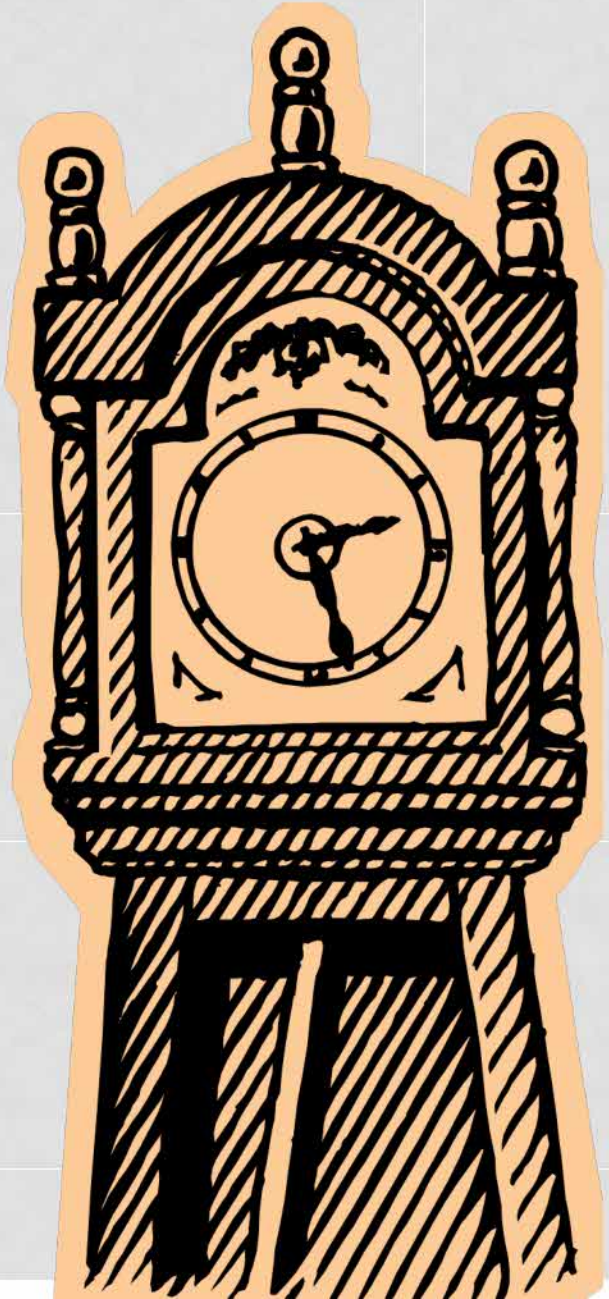
GOALS OF THE CORE WAIVER

- The SQIS is focused on eliminating gaps between subgroups of different students.
- The SQIS introduced a system of *shared learning and responsibility for student achievement, requiring schools that are struggling to partner with schools that are doing better and share best practices.*

ACCOUNTABILITY UNDER THE SQIS



This year, school data will be collected from all students in grades 3-11 and will be reported from all subgroups consisting of students.



BREAK TIME

Please return
in 10 minutes!

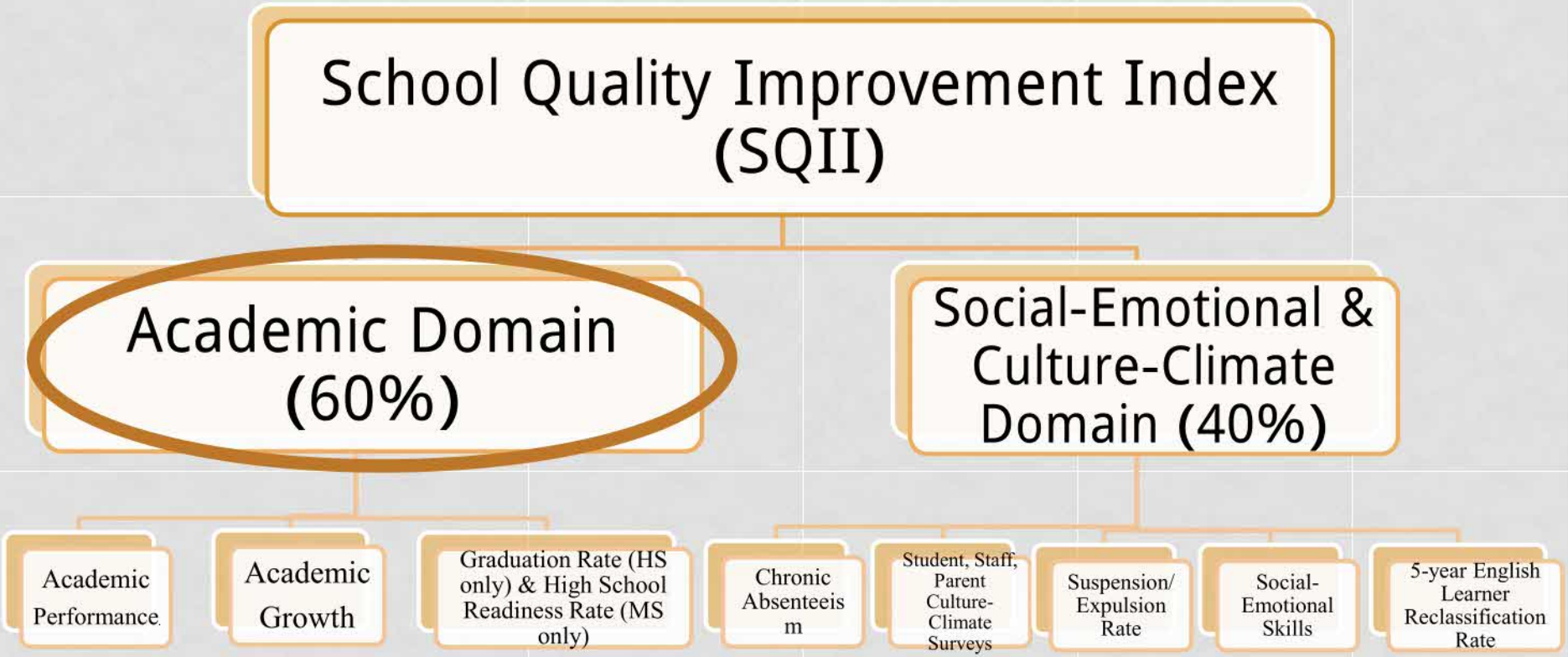
NOTES

Title I Study Group Parent Note-Taking Guide

Indicators for the Academic Domain of the School Quality Improvement Index (SQII)	Notes:
Academic Performance	
Academic Growth	
Graduation Rate	
High School Readiness Rate (of 8th Grade Students)	

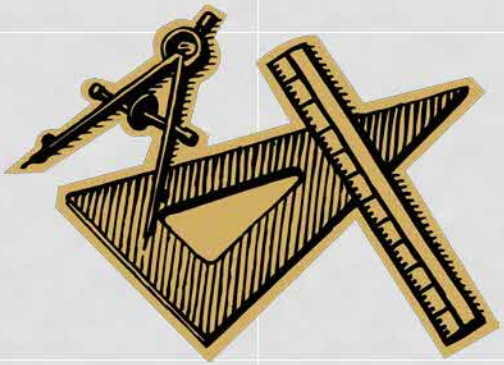
Indicators for the Social-Emotional and Culture-Climate Domain of the SQII	Notes:
Chronic Absenteeism	
Student, Staff, and Parent Culture-Climate Surveys	

WHAT ARE THE INDICATORS IN THE ACADEMIC DOMAIN?



ACADEMIC DOMAIN

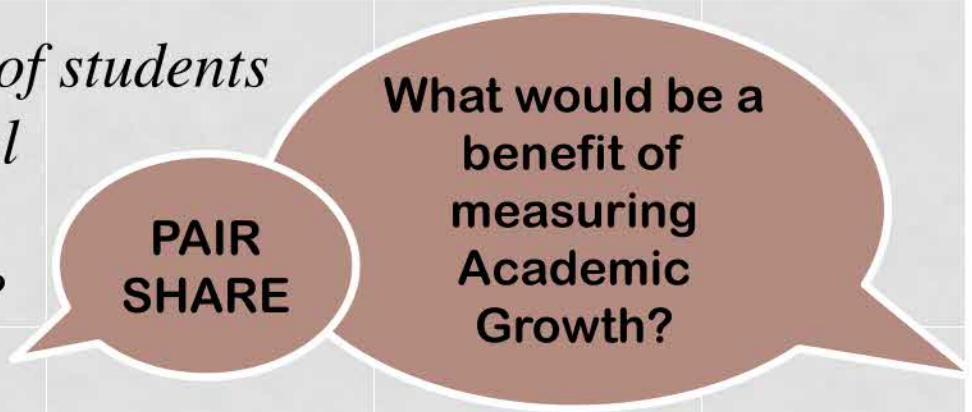
Academic Performance will be measured by the percentage of students who meet grade level standards, or ***demonstrate proficiency***, in **English Language Arts** and **Math** as measured by the Smarter Balanced Tests starting in the Spring of 2015.



ACADEMIC DOMAIN

Academic Growth will be measured to examine individual student performance over time.

- Growth measures allow us to examine questions like the following:
  - *Are students in a particular school improving their academic performance faster than similar students across the CORE districts?*
  - *Are particular subgroups of students or grade levels in a school growing faster or slower relative to other students?*



ACADEMIC DOMAIN

High School Graduation Rate measures how long it takes students in a particular school to graduate, and only applies to high schools.

- Most students will complete high school in 4 years, but some will need an extra one or two years to complete their coursework.

Think of a situation when a student might need more than 4 years to complete their high school coursework.

ACADEMIC DOMAIN

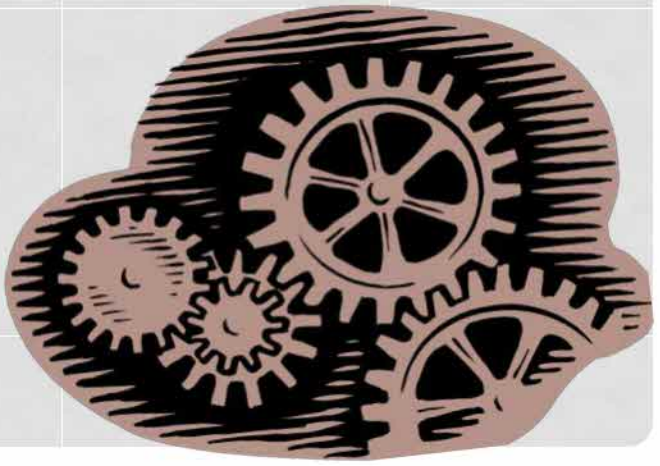
High School Readiness Rate of 8th Grade Students

- The **High School Readiness Rate** will be measured by the percentage of eighth graders who meet a set of criteria that estimate their readiness for the rigors of high school:
  - GPA of 3.0 or higher in 8th grade
  - Proficient on their most recent state test in **Math**
  - Attendance rate in 8th grade of 96% or higher

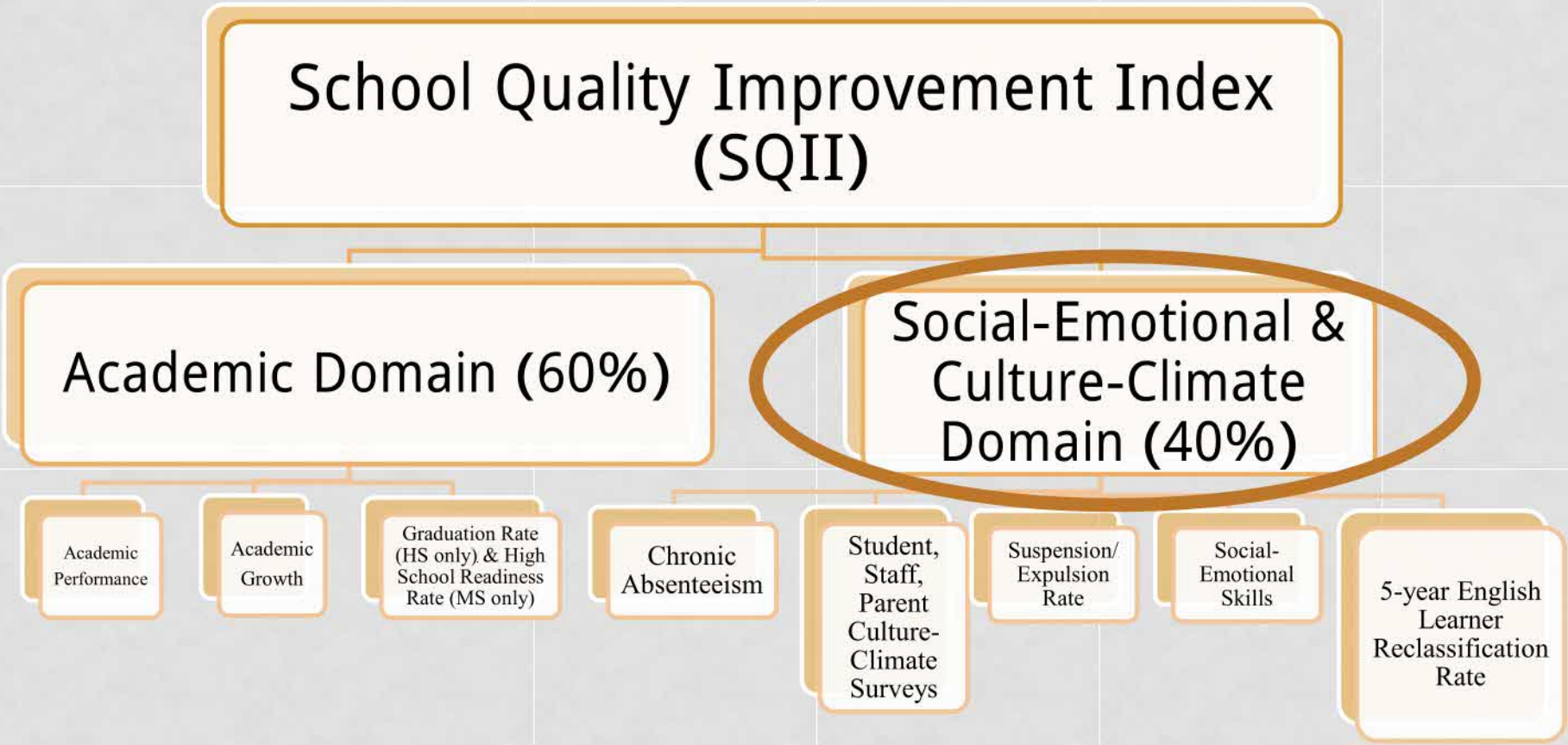
- This rate will only be calculated **for middle schools**.

PROCESSING CHECK

- We just reviewed the elements of the **Academic Domain** of the SQII, which accounts for 60% of a school's ranking.
- Use your notes to discuss at your table the differences between the four areas of the Academic Domain: **Performance**, **Growth**, **Graduation Rate** and **High School Readiness Rate.**



WHAT ARE THE INDICATORS IN THE SOCIAL-EMOTIONAL & CULTURE-CLIMATE DOMAIN?



SOCIAL-EMOTIONAL & CULTURE-CLIMATE DOMAIN

Chronic Absenteeism is the measurement of students that have about a 90% school attendance rate or less, which means they have missed about a month of school.

Think about what schools can do to improve their **chronic absentee** *rate. What can you do to partner with your school and help?*

SOCIAL-EMOTIONAL & CULTURE-CLIMATE DOMAIN

Student, Staff, and Parent Culture-Climate Surveys

- Research shows that school climate categories, like the ones below, predict positive student academic success.

Teaching and Learning

Research shows that a **positive classroom climate** helps children learn more. Studies show that **teacher practices that promote student engagement** contribute to student academic success.

Interpersonal Relationships

The **teacher's social interactions with students** directly affects the engagement of students and contributes positively to **students' self-esteem and grades**.

School Safety

Feeling safe in school is positively associated with student academic learning and healthy youth development.

School-Community Engagement

Schools with high, positive **social relationships both *among* educators, and *between* educators and families,** are more likely to make changes that improve student achievement.

4 CORNERS

1. Identify the corner of the room with the Survey category poster that corresponds to your most important category, the one chosen as your #1. Stand by the poster.

2. Have a conversation with other parents at your corner. Tell each other why you chose this Survey category as most important.

3. Thank your partner(s) and locate the poster for your second most important. Move to that poster. Talk with the parents in this corner about why this category is your second most important.

SOCIAL-EMOTIONAL & CULTURE-CLIMATE FACTORS

Suspension/Expulsion Rate is the percentage of individual students suspended and/or expelled at a school during the year.

- In LAUSD, schools have been asked to change their focus from **responding** to negative behavior to **preventing** negative behavior.
- Schools will focus on using effective **interventions**, particularly when the risk for suspension is higher for a specific population.

SOCIAL-EMOTIONAL & CULTURE-CLIMATE DOMAIN

Social-Emotional Skills are those personal character qualities that affect students' attitudes toward work and toward their own intelligence.

Growth Mindset	Social Awareness	Self-Efficacy	Self-Management
The belief that you can grow your weaknesses and talents with effort. The ability to persist when you fail, to embrace challenges and to learn from criticism.	The ability to empathize with others from different backgrounds and understand the acceptable social and ethical behaviors. The recognition of family, community and school support.	The belief that you can succeed in reaching a goal and having the confidence in your abilities.	The ability to manage your emotions, thoughts and behaviors in different situations. This includes managing stress, delaying gratification and motivating yourself to meet goals.

4 CORNERS

1. Identify the corner of the room with the Social-Emotional Skill category poster that corresponds to your most important category, the one chosen as your #1. Stand by the poster.

2. Have a conversation with other parents at your corner. Tell each other why you chose this social-emotional category as most important.

3. Thank your partner(s) and locate the poster for your second most important. Move to that poster. Talk with the parents in this corner about why this category is your second most important.

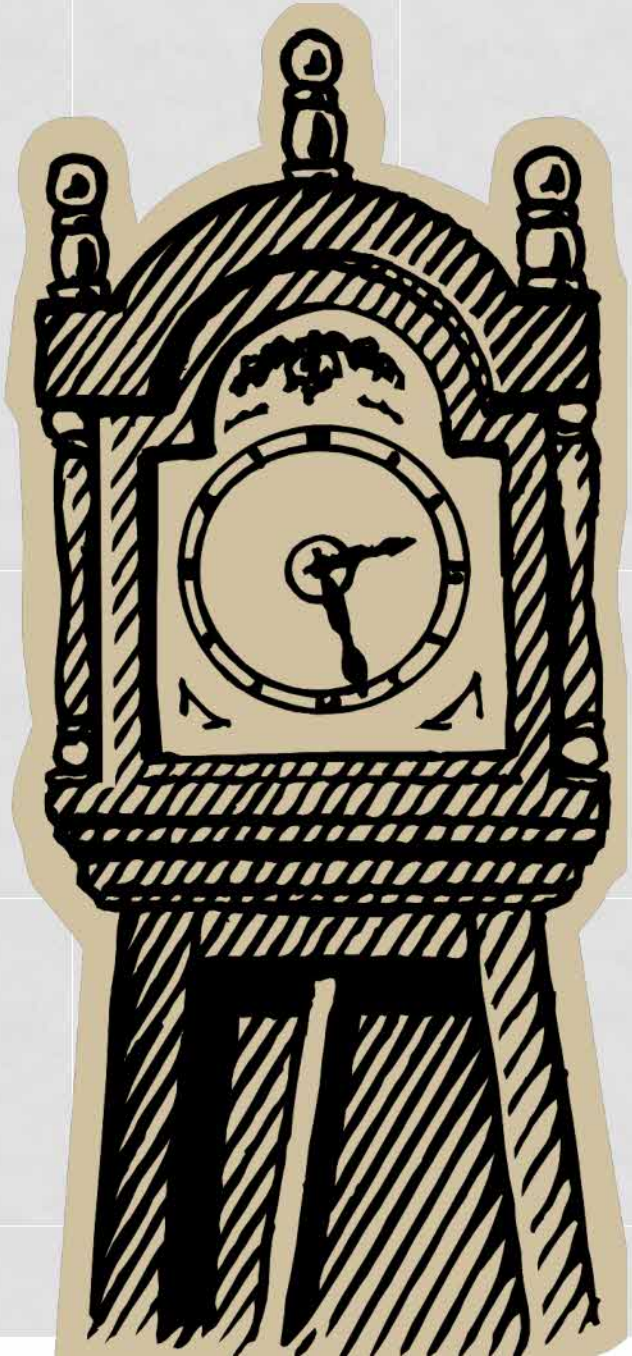
SOCIAL-EMOTIONAL & CULTURE-CLIMATE DOMAIN

EL Reclassification Rate measures those students who do not reclassify within a 5-year span and remain English Learners.

- Attention is given in the Index to English Learners' academic achievement, academic growth, under the Academic Domain.
- The rate at which EL's are Reclassified as Fully English Proficient (RFEP) is reported in the Social-Emotional /Culture-Climate Domain.

BREAK TIME

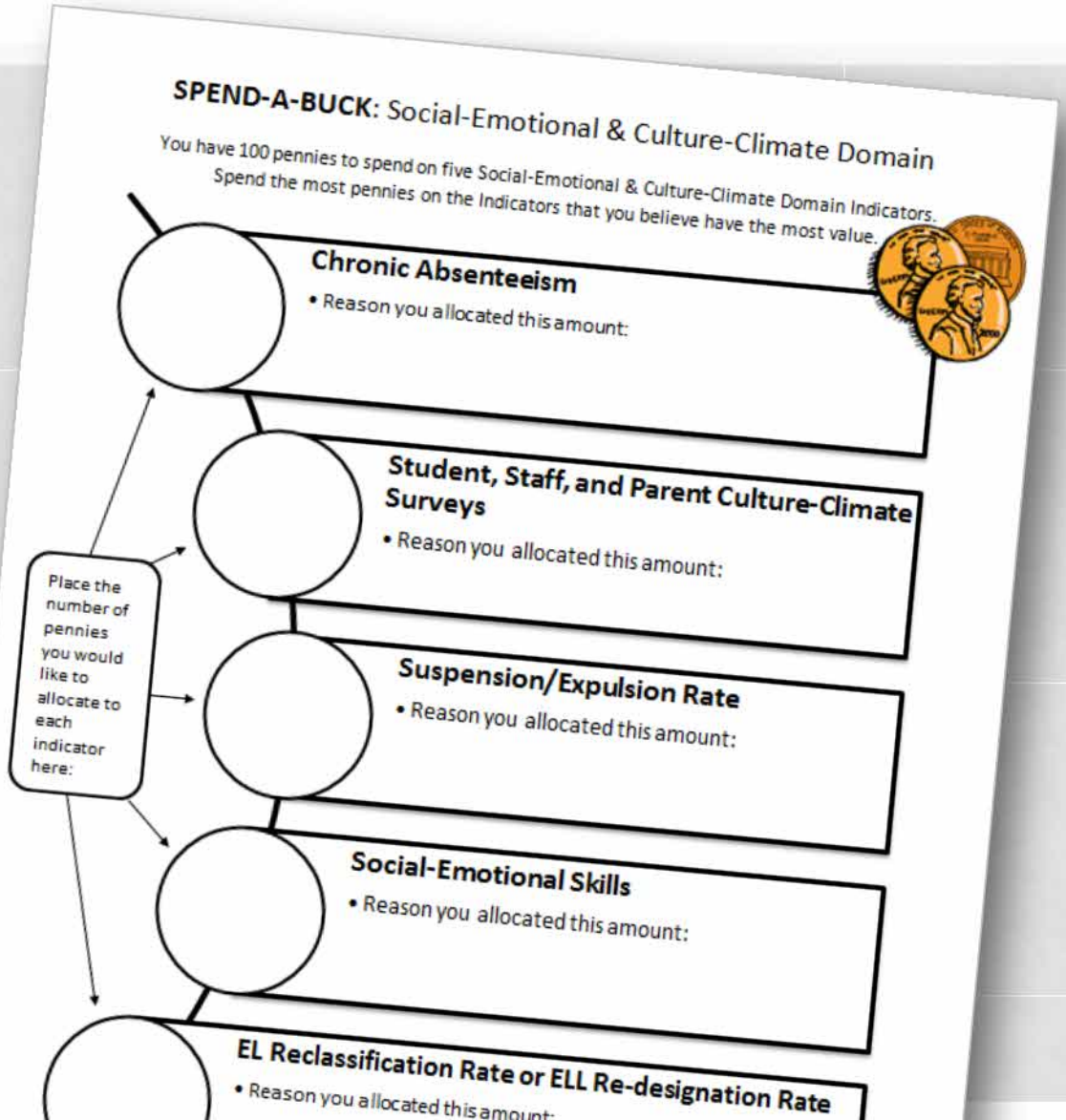
Please return
in 10 minutes.



SPEND-A-BUCK

- Imagine that you have 100 imaginary pennies to spend on the 5 Social-Emotional & Culture-Climate categories.
- How would you spend your buck investing in the categories most important to *you*?

SPEND-A-BUCK



SPEND-A-BUCK: Social-Emotional & Culture-Climate Domain

You have 100 pennies to spend on five Social-Emotional & Culture-Climate Domain Indicators. Spend the most pennies on the Indicators that you believe have the most value.

Chronic Absenteeism

- Reason you allocated this amount:

Student, Staff, and Parent Culture-Climate Surveys

- Reason you allocated this amount:

Place the number of pennies you would like to allocate to each indicator here:

Suspension/Expulsion Rate

- Reason you allocated this amount:

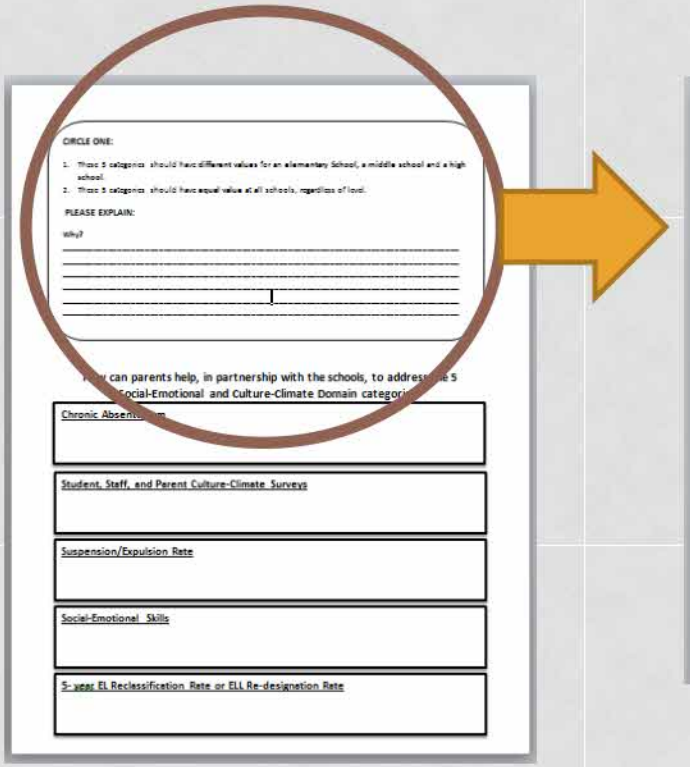
Social-Emotional Skills

- Reason you allocated this amount:

EL Reclassification Rate or ELL Re-designation Rate

- Reason you allocated this amount:

MOST IMPORTANT CATEGORY BY GRADE LEVEL



CIRCLE ONE:

1. These 5 categories should have **different values** for an **elementary School,** a **middle school** and a **high school**.
2. These 5 categories should have **equal value** at all schools, regardless of level.

PLEASE EXPLAIN:

Why?

_____
_____
_____
_____
_____
_____

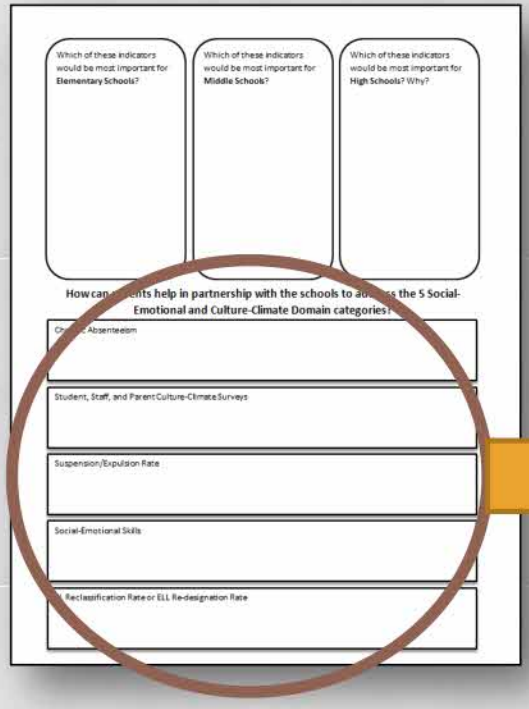
HOW CAN PARENTS AND SCHOOLS PARTNER TO SUPPORT STUDENTS?

On the back side of the Spend-A-Buck handout, please answer the following question after talking at your tables:

- *How can parents help in partnership with the schools to address the 5 Social-Emotional and Culture-Climate Domain categories?*

You will turn this paper in as feedback to be submitted to the California Office to Reform Education (CORE).

HOW CAN PARENTS AND SCHOOLS PARTNER TO SUPPORT STUDENTS?



How can parents help in partnership with the schools to address the 5 Social-Emotional and Culture-Climate Domain categories?

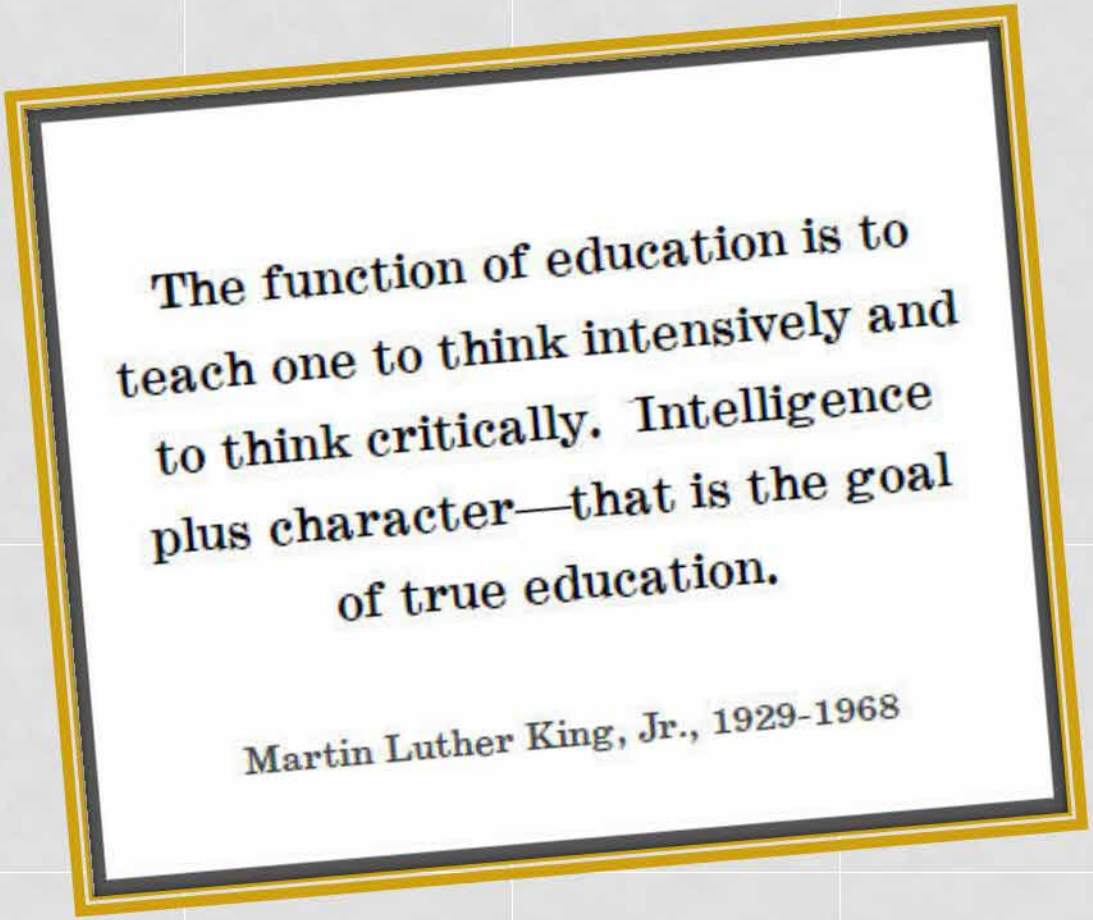
Chronic Absenteeism

Student, Staff, and Parent Culture-Climate Surveys

Suspension/Expulsion Rate

Social-Emotional Skills

EL Reclassification Rate or ELL Re-designation Rate



THANK YOU!

NEXT SESSION: [INSERT DATE AND TIME]

SCHOOL QUALITY IMPROVEMENT INDEX

Information and Feedback Session
Fall 2014

Today's Objectives

- To provide information about the School Quality Improvement Index ("the Index") such that participants gain a basic understanding of its purpose and components

- To collect feedback from participants about the Index

Who is the California Office to Reform Education (CORE)?

CORE Districts Participating in the Waiver SY 2014-2015

- US Department of Education offered states opportunities to apply for waivers from part of NCLB (i.e. program improvement)
- CORE is a non-profit organization that includes **ten California school district** that work collaboratively to significantly improve student achievement
- Together **CORE** districts serve more than **one million students** and families *(approximately 20% of all CA students)*
- **Seven** of the ten participating districts applied for the 2014-15 waiver

Why LAUSD chose to participate in the CORE waiver

- Creates **infrastructure to support collaboration** across schools and districts to build knowledge and share practices in support of our students becoming college and career-ready

- Aligns with our district initiative to support the **Common Core roll-out**

- Aligns with our district initiatives to support **Teacher and Leadership development and evaluation**

- Creates a **new accountability system** that:
  - recognizes performance growth
  - over time will base evaluation of school performance on multiple measures, including academics, social/emotional and school culture & climate factors
  - captures positive or negative changes in school achievement gaps
  - invites shared responsibility of accountability across and within districts

- Greater autonomy in the use of some of our Title I funds

- Affords us greater influence over the design and development of elements of the new system

THE NEW ACCOUNTABILITY SYSTEM AT A GLANCE

As part of the CORE Waiver, LAUSD will transition to a new Federal accountability system

MULTIPLE METRICS

School Quality Improvement Index-SQII

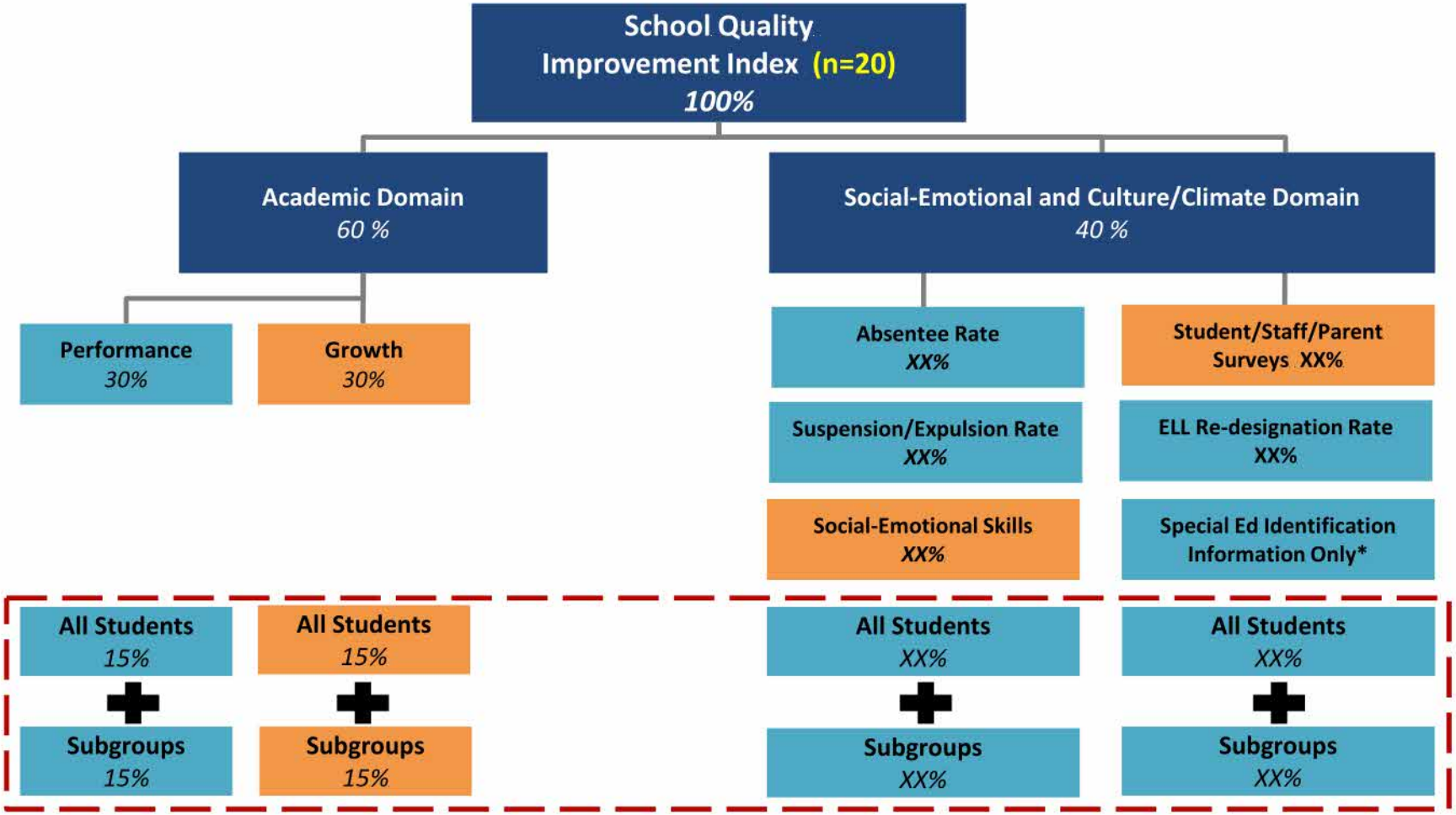
SCHOOL DESIGNATIONS

Priority
Collaborative Partner
Focus
Support
Not-Identified
Reward

SUPPORTS & REQUIRED ACTIVITIES

Varies by school classification

School Quality Improvement Index – Elementary Schools

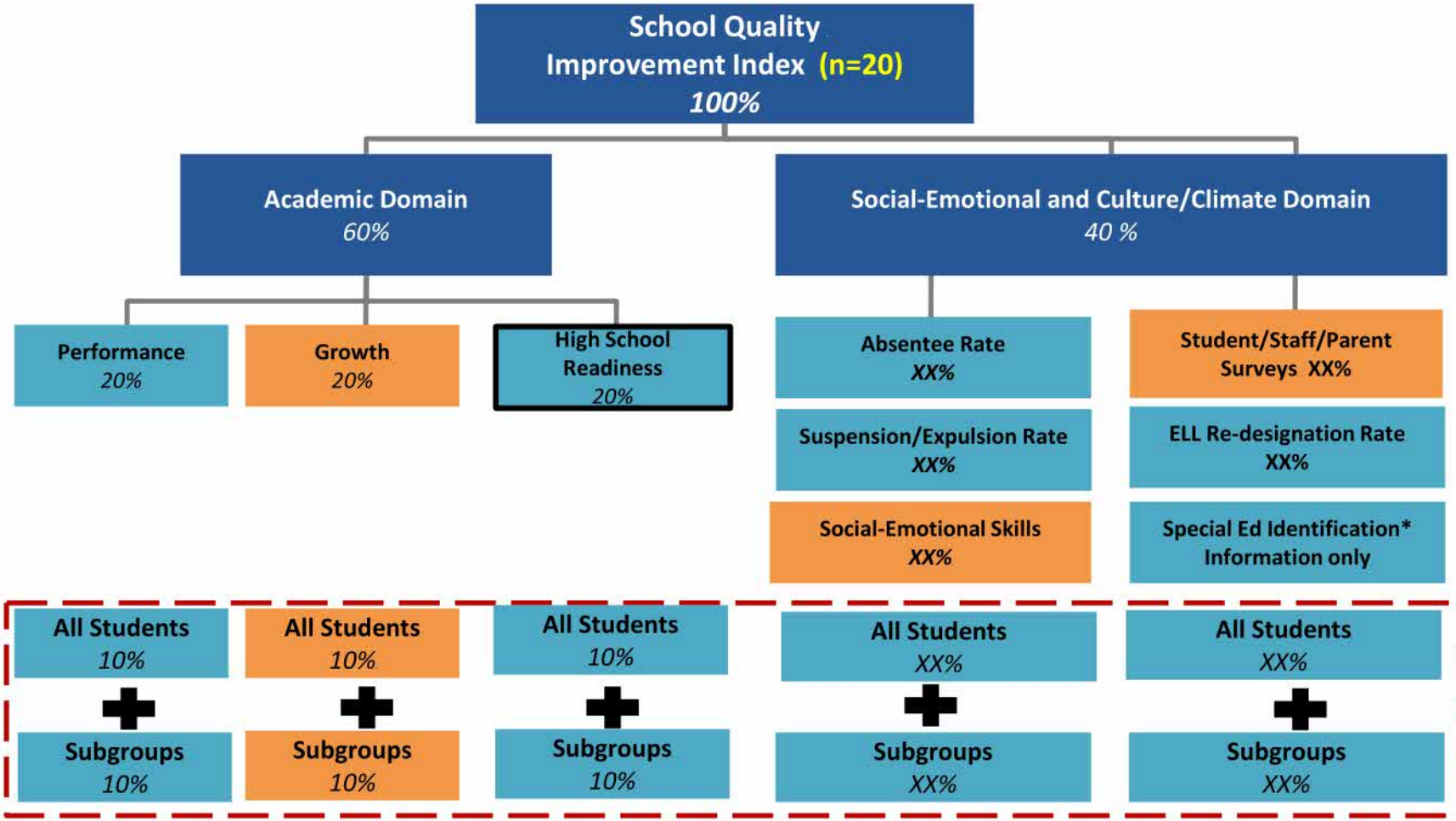


= Accountability in Summer 2015

= Accountability in Summer 2016

Note: This timeline and rollout is subject to Federal approval

School Quality Improvement Index – Middle Schools

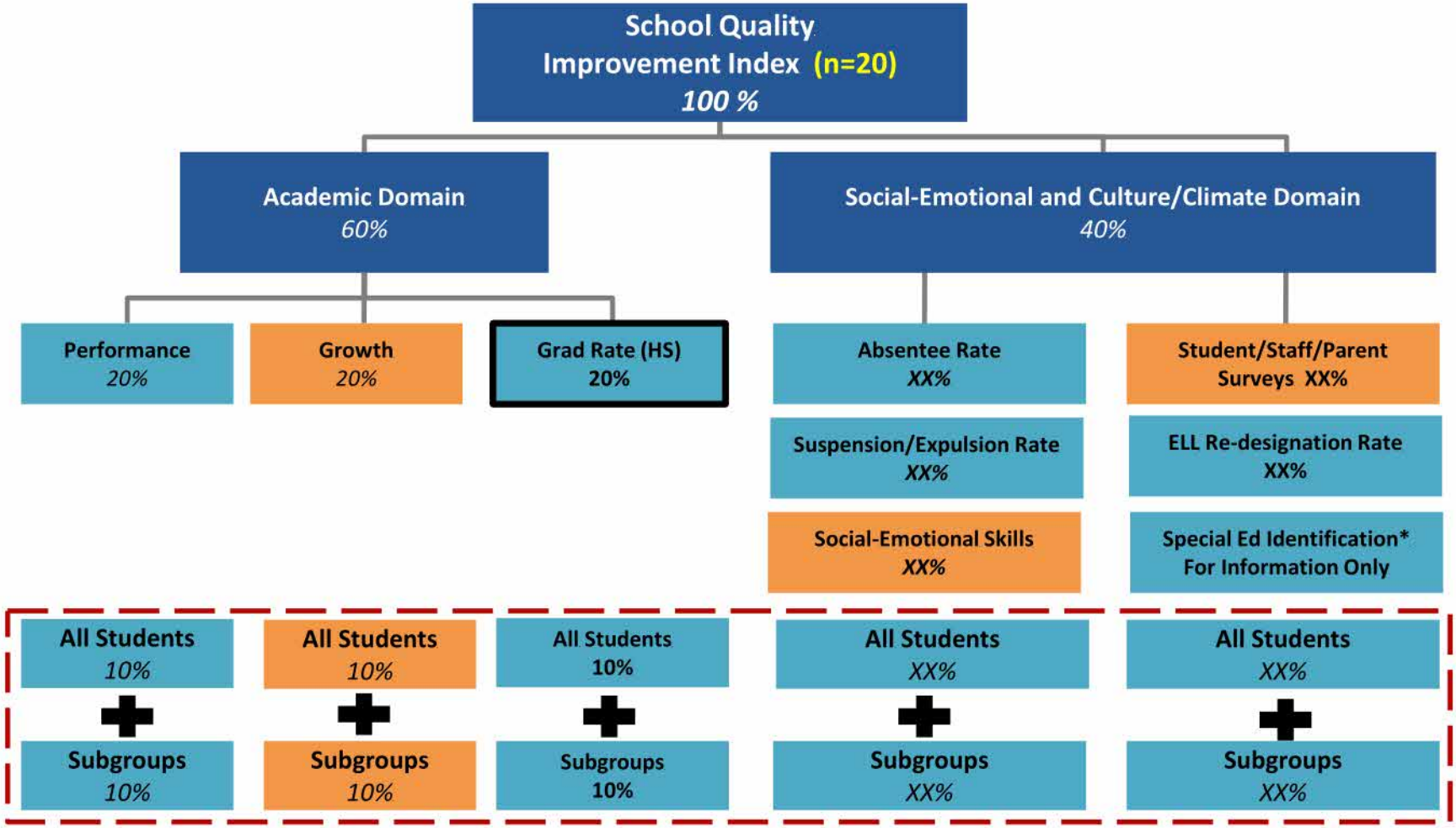


= Accountability in Summer 2015

= Accountability in Summer 2016

Note: This timeline and rollout is subject to Federal approval

School Quality Improvement Index – High Schools



= Accountability in Summer 2015 (Graduation includes 4, 5, and 6 year in Summer 2015)

= Accountability in Summer 2016

Note: This timeline and rollout is subject to Federal approval

Let's look a little deeper!

- Each table of participants will look at a particular metric description
  - Take 5 minutes to review the description
  - Assign a note-taker to capture the conversation- this will be submitted
  - Consider and discuss the questions on the note-taking template

Next Steps

- If you or a colleague want to provide more feedback, here is a public comment survey link: **http://tinyurl.com/l93dlnw**
- If you want to share this presentation with your school staff or community, we can send you the materials. For feedback to be considered, please submit to your facilitator by November 10

CORE Waiver:
SCHOOL QUALITY IMPROVEMENT INDEX

Community Meeting Session
Fall 2014

Today's Objectives

- To provide information about the School Quality Improvement Index ("the Index") such that participants gain a basic understanding of its purpose and components

- To collect feedback from participants about the Index

Who is the California Office to Reform Education (CORE)?

CORE Districts Participating in the Waiver SY 2014-2015

- US Department of Education offered states opportunities to apply for waivers from part of NCLB (i.e. program improvement)
- CORE is a non-profit organization that includes **ten California school district** that work collaboratively to significantly improve student achievement
- Together **CORE** districts serve more than **one million students** and families *(approximately 20% of all CA students)*
- **Seven** of the ten participating districts applied for the 2014-15 waiver

Why LAUSD chose to participate in the CORE waiver

- Creates **infrastructure to support collaboration** across schools and districts to build knowledge and share practices in support of our students becoming college and career-ready

- Aligns with our district initiative to support the **Common Core roll-out**

- Aligns with our district initiatives to support **Teacher and Leadership development and evaluation**

- Creates a **new accountability system** that:
  - recognizes performance growth
  - over time will base evaluation of school performance on multiple measures, including academics, social/emotional and school culture & climate factors
  - captures positive or negative changes in school achievement gaps
  - invites shared responsibility of accountability across and within districts

- Greater autonomy in the use of some of our Title I funds

- Affords us greater influence over the design and development of elements of the new system

THE NEW ACCOUNTABILITY SYSTEM AT A GLANCE

As part of the CORE Waiver, LAUSD will transition to a new Federal accountability system

MULTIPLE METRICS

School Quality Improvement Index-SQII

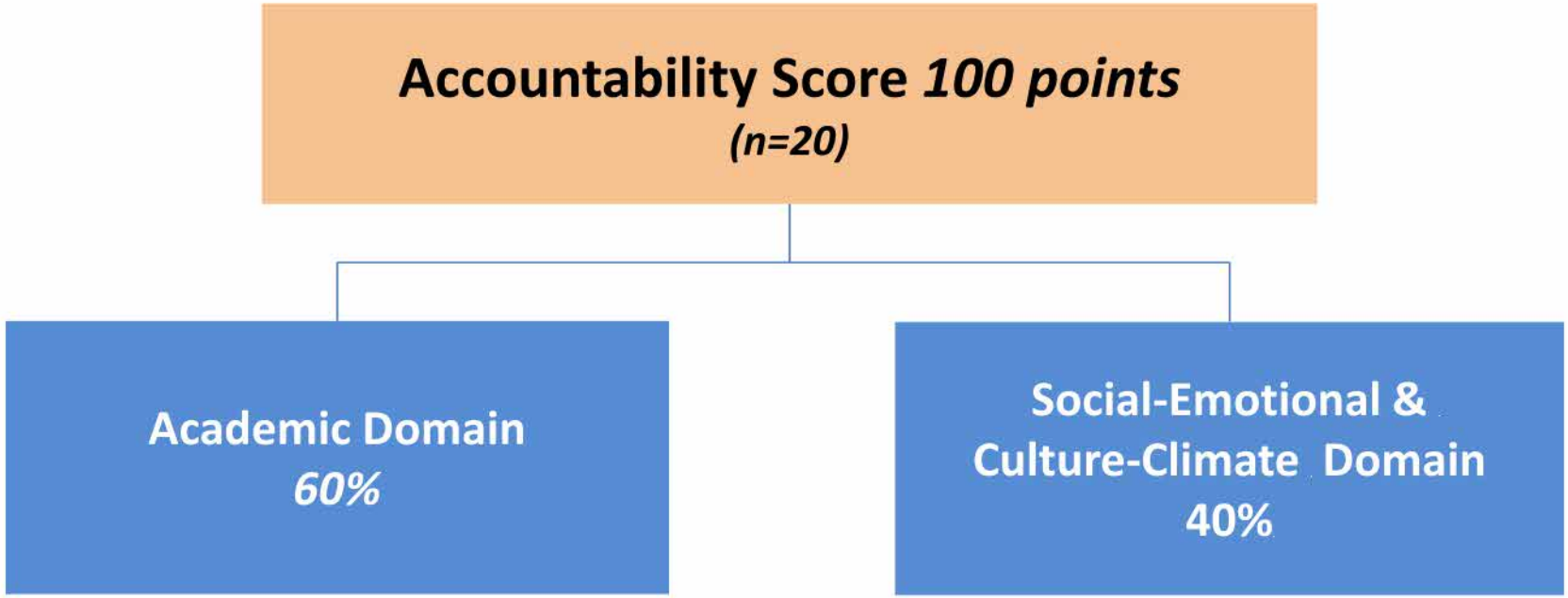
SCHOOL DESIGNATIONS

Priority
Collaborative Partner
Focus
Support
Not-Identified
Reward

SUPPORTS & REQUIRED ACTIVITIES

Varies by school classification

School Quality Improvement Index Overview



School Quality Improvement Index Overview: Academic Domain

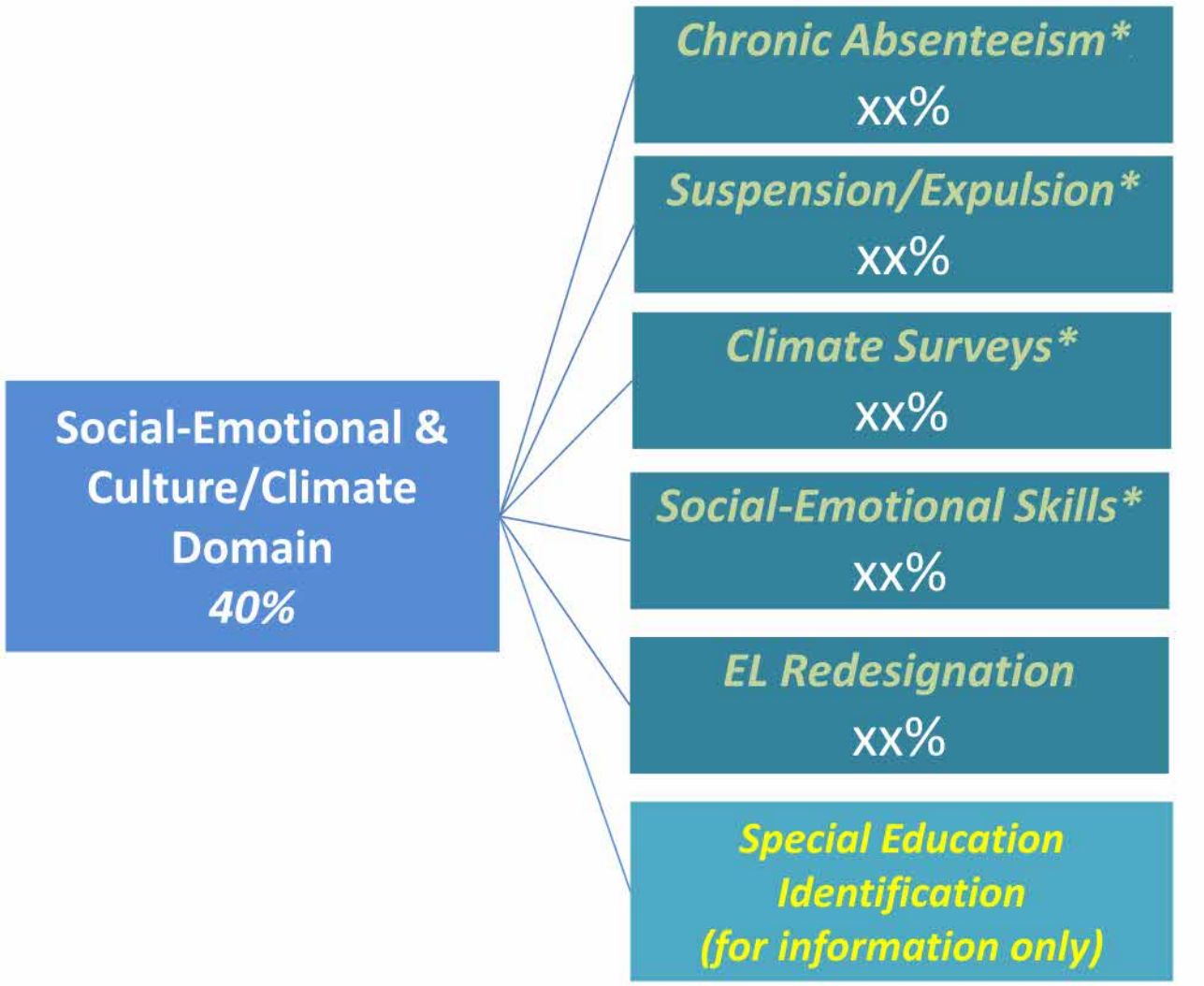
Academic Domain
60%

Elementary	***Middle***	***High***
Performance 30%	Performance 20%	Performance 20%
Growth 30%	Growth 20%	Growth 20%
	HS Readiness 20%	Graduation 20%
=60%	=60%	=60%

*Each academic domain metric will be divided evenly between "All Students" and "Subgroups" i.e. Graduation rate is 20% overall, so 10% will be all students, and 10% will be subgroups.

**Pending Federal approval, the Growth metric will not be part of accountability until 2016.

School Quality Improvement Index Overview: Social-Emotional and Culture & Climate Domain



*Metric will be divided evenly between "All Students" and "Subgroups" i.e. Graduation rate is 20% overall, so 10% will be all students, and 10% will be subgroups.

**Weights are not yet determined, and may be the same across school levels.

***Pending Federal approval, Special Education will be information only, and the social-emotional skills and climate surveys will not be part of accountability until 2016.

Let's discuss!

Groups will assign a note-taker, and take 8-10 minutes to consider the following questions. Groups will then share out 2 key points in their discussion with the larger group:

- In what ways does the index capture important information about a school's quality?
- Considering the indicators in the Social-Emotional and Culture Climate domain, are some more important than others (i.e. should some carry more weight)? Why or why not?
- More generally, what excites you about this index? What concerns do you have?
- In what ways could you or your organization support schools in improving in some of the indicators?

Next Steps

If you or a colleague want to provide more feedback, or learn more about each metric here is a public comment survey link, which includes metric descriptions:
http://tinyurl.com/l93dlnw

Please respond to the survey before November 20th

Long Beach Unified School District

Local Control and Accountability Plan (LCAP) Committee

Data Feedback Form

Note: Feedback applies to both the LCAP and the Waiver's School Quality Improvement System, especially the attendance rate.

Table #: 1 and 3

	Attendance	Advanced Placement
Strengths	• Display of improvement across the entire district • Elementary shows substantial increase • Positive trend with attendance	• Enrollment by subgroups shows a positive trend
Weaknesses	• Need percentages with raw numbers • Background information on schools • Consistency with percentage scales • Identify schools with greater improvements and see what's been done differently	• Students counted for one AP test or multiple times? • How is the data related?
Questions, Reflections, or Suggestions	• Get quantifiable data for students/parents, etc. (what has been the impact of the interventions?) • Use schools with greater improvement as models • Place a horizontal line at the district goal	• Explain how students are eligible for AP classes • Place horizontal line at the district goal • Add goal to increase percentage of 11th/12th grades who enroll in AP tests • Incentives to bring students to take tests
Feedback on Format of Data Dashboards	• Larger graphs • Percentage scale consistency • Report raw numbers for smaller schools – Beach, Jordan Plus PAAL • Quadra-weekly explanation of district data	• Report all subgroups • Differentiate subgroups better on the graphs • Any data less than 10 participants do not report percentages (student confidentiality) • Explain student count with the participation and pass rates (possible footnote)

Table #: 2

	Attendance	Advanced Placement
Strengths Weaknesses		
Questions, Reflections, or Suggestions	• **Is LBUSD asking "why" each school is lower in attendance?** • **What are the incentives for meeting attendance goals?** • **Will principals share best practices for increasing attendance?** • **What is the difference from this year vs. last year regarding the percentage increase?**	• **Eligibility criteria?** • **What does AP-eligible mean?** • **If eligible, why are students not enrolling?** • **Why the difference in AP offerings per school?** • **What are the successful schools doing to enroll students?** • **What are the qualifications to become an AP teacher?** • **What opportunities are given to teachers to teach AP courses?** • **Analyze 9th and 10th grade AP statistics to add to this metric** • **Are 9th graders allowed and encouraged to take AP classes?**
Feedback on Format of Data Dashboards	• **Line for goal** • **Scaling % - half or whole umbers** • **Total number of students** • **Name the months**	• **Need to recalculate %** • **Total number of tests taken** • **Need the number of students enrolled in classes taking the test**

Table #: 4

	Attendance	Advanced Placement
Strengths	• Continued improvement at all levels between 2013 and 2014. • Substantial growth in moving toward 97% (96.5%)	• District wants 10% higher goal!
Weaknesses	• several (about 20) schools K-12 need to have interventions to address attendance issues	• Pass rate went down 6% from 54% to 48%
Questions, Reflections, or Suggestions	• What are your best practices? • Policies to address tardy on campus • Tardies, absences – Record "MY AGENDA" $5 clear all responsibility	• How can we get more students in AP classes? What's preventing them? • Why are ESL and special education numbers so low and how can we increase them?
Feedback on Format of Data Dashboards	• Change color, larger font, months • Goal line across the graph • 1-13? • Checkered graph for November? • Two Harbors – no kids – noted on the graph • Some percentages missing	• Participation vs. pass rate (define it better) • If you fail an AP can you take it again? • Colors too similar; chart is a bit confusing. Have a symbol style chart instead or different colors, not 2-3 blues

Table #: 5

	Attendance	Advanced Placement
Strengths	• 2014-2015 attendance is drastically improved compared to 2013-2014(some schools jumped more than others) - incentives • On-line attendance may be a factor in the spike in attendance	• Cheaper to take the test. Predict that next year's percentage will take the test
Weaknesses	• Need to address how teachers mark attendance for students who leave early • consistency	• Not educating students on the benefits of taking/passing the test
Questions, Reflections, or Suggestions	• Elementary attendance once a day; middle/high school attendance 6-8 time a day • Full day? • Marking absence if student misses one hour of the day • Call home for elementary students	• Too many sub groups (English learners) • Overlapping data (double dip) English Learners, Foster youth, Homeless } separate graph • Depends on students who want to take on the load • Counselors come to class to inform AP classes • Millikan has assembly about it / academies • People who don't take it – too much money – not enough ambition
Feedback on Format of Data Dashboards	• Unable to read percentages • Quadra-weekly	• Difficult to read / understand. • Faded/faint colors

long beach unified school district

Table #: 6 and 8

	Attendance	Advanced Placement
Strengths	• Currently we are on track to meet goal. We are gaining in percentages	• Numbers are going up. Only one subgroup went down in enrollment
Weaknesses	• We had many questions – School Loop, ParentVue	• 6% gain seems difficult to reach. We need the number to know whether it is attainable
Questions, Reflections, or Suggestions	• What are schools that have made gains doing and how can that be shared? • Better, or different reporting? • How do holidays, illness, end of school year affect numbers? • Important to keep student engagement in mind in relation to attendance • Wonderings: School Loop and ParentVue – are more parents using them? Are teachers and principals talking to students about it? Is AP student attendance down after a test?	• What is the % of enrolled students in 2014-2015? • Why are we measuring only 11th and 12th graders? • If 10th graders take an AP class, are they more inclined to take more AP classes? • When we raise the number enrolled, does it guarantee a higher pass rate? • With more counseling will more students learn about the possibility of taking APs (Jordan, Cabrillo, etc.)?
Feedback on Format of Data Dashboards	• Quadra-weekly chart may be confusing on the web site • We all struggled in reading the color graph. Black and white seems easier to read. Maybe bad printer?	• Use approximated projections

Table #: 7

	Attendance	Advanced Placement
Strengths	• Overall seems to be increasing	• Average of participation rate has either increased or stayed the same
Weaknesses	• Only 2 months-worth of data to analyze. We will be moving into months more likely to have greater absences. Difficult to say how we are doing without more data.	• Pass rate was not able to maintain the same positive growth
Questions, Reflections, or Suggestions	• Principals should share what strategies they are using to increase the attendance percentage • Look at what students incentives can be added, especially in high school, e.g. teachers giving extra credit points for being in class • Cash incentives to schools have been helpful • Wellness centers on high school campuses • Educate parents on the importance of regular "on-time" attendance • Analyze why students are out – Restorative Justice (HS focus) • Involve Nursing Services with chronic attendance/health issues – better communication	• More students would participate if there were no fees for tests • Some students don't test because they don't feel prepared. Maybe offer test prep to assist with passing / confidence • Students should encourage students to participate • Break down the barrier of who AP classes are offered to, e.g. academies vs. students not in academies • Can AP classes be offered on-line? • Schools need to analyze their growth in participation against pass rates, e.g. Millikan maintained positive growth in participation rate annually. They have, however, almost an equal decline in passing rate annually. • Does the district need to offer more AP classes? Some students had to drop because there were too many students that wanted to participate. • Wilson missing pass rate data. • Can classes be offered zero period? • Summer school AP prep class • All high schools need small learning communities. This might inspire more students to participate in AP.
Feedback on Format of Data Dashboards	• Charts are hard to read - percentages	

Table #: 9

	Attendance	Advanced Placement
Strengths	• District numbers - met or above goal first 3 months of current school year	• Steady growth in participation in most groups
Weaknesses	• No measurement of margin of error • Not enough info her to attribute change to any one thing	• Premature – no tests until May 2015 • Hard to distinguish between different blue lines
Questions, Reflections, or Suggestions	• Does Saturday school erase attendance data/ • Three credit recovery high schools showed marked improvement in attendance • Does ParentVue help parents monitor attendance? • Need extra workers to assist with attendance • Barton looks like a big jump but scale shows it is just 2.17%	• Are special ed, ELL, homeless and foster youth counted in two categories? • No data for disadvantaged targeted youth on LCAP for individual schools
Feedback on Format of Data Dashboards	• Cannot read numbers or words • Place a dotted line where the goal should be • Scale is misleading: small change looks big • Attendance rate is by school, not by month	• We have number enrolled and number passed, but not how many took the test • Put participation and pass rates on same sheet for comparison • Enrollment in AP does not mean the students took the exam. Would like to have information on the number of tests taken vs, just the number passed

Table #: 10

	Attendance	Advanced Placement
Strengths	• First 2 months have improved • All schools have improved • Strong average • Beach High shows a big increase	• More students enrolled • Growth in each subgroup
Weaknesses	• Possibly reset the goal because the attendance average is strong	• Fewer students are eligible • In the past year more took the test and fewer passed
Questions, Reflections, or Suggestions	• Have expectation/metric for all schools to meet • How do we define lower-performing school? • Families in transition • What challenge do high-performing schools continue to do well? • Attendance break-down by ethnicity district-wide • Gender and ethnicity	• Is 6% increase a realistic goal? • What is causing the decrease in eligibility? • Are student ready for APs? • More enroll but fewer are passing, especially 15 to 16 year olds. • Are AP tests a true measurement of college readiness? • Are we missing other resources to support college readiness? • What happened in 2013-2014? • Are we preparing students for college and careers? APs may not be the only measurement of success.
Feedback on Format of Data Dashboards	• Same scales • Clearer numbers • Numbers on bars for district summary • Show average line on graph • Show goal line of 97% 96.5%	• Missing Wilson pass rate • Hard to see the yellow

Table #: 11

	Attendance	Advanced Placement
Strengths	• Based on this data, attendance rising overall • It's encouraging rate increasing, but concern about overall decreasing	• More students overall are taking the AP test
Weaknesses	• Appear not to be on track overall	• For specific subgroups, fewer students are taking the exam and fewer are passing
Questions, Reflections, or Suggestions	• What are the strategies implemented at schools that have already improved? • At lowest attendance schools, how can strategies be implemented to improve? (Targeted intervention?) • What does disaggregation data look like?	• What interventions are being implemented? • How many AP classes, per school, are available to students? • Is there a way to assess newly eligible students (due to waiver) passing exam? Can we support their success?
Feedback on Format of Data Dashboards	• Make more readable • Add target line • Put charts on the same scale • Add Data Range – clarify what attendance looking at	• Clarify figures provided in columns • We need African American and PI students data for every school • Provide data for the number of tests taken and the number of tests passed • Provide (potential) explanation of those students not participating in AP – and those not passing
	• Can we hear directly from students and families (perhaps survey/focus group) to help understand challenges/barriers to attendance, AP, other issues?	

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Accountability Plan Advisory Committee: Sign-in Sheet

Last Name	First Name	Organization	Table	Oct	Feb	May
Afghani	Becky	Curriculum, Instruction, and Professional Development	2	1	1	1
Antonio Palomares	Margaret	Long Beach City College	10		1	
Ashley	Ruth	Executive Staff	N / A		1	
Baker	Jill	Executive Staff	N / A	1	1	
Bordeaux	Valerie	California State University, Long Beach	3	1		
Brown	Tiffany	Executive Staff	10	1	1	
Callopy	Chris	Teachers Association of Long Beach	1	1		1
Carrera	Alicia	District English Learning Advisory Committee	8			
Cash	Regina	California State University, Long Beach	2	1	1	1
Coleman	Jonathan	High School Student	3	1	1	
Cox	Joyce	Student Health Services	9	1	1	1
Craighead	Diana	Board of Education	2	1	1	1
Cullen	Madison	High School Student	6	1		
Davis	Pete	Executive Staff	N / A		1	
De Anda	Briana	High School Student	4	1		
Duenas	Armando	Association of Long Beach Educational Managers	3			
Dykens	Gayla	District Community Advisory Committee	6	1	1	1
Erkman	Kim	Long Beach Council PTA	5			
Evans	Ronnie	Curriculum, Instruction, and Professional Development	1		1	
Ewaskey	Dan	California School Employees Association	6			

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Accountability Plan Advisory Committee: Sign-in Sheet

Last Name	First Name	Organization	Table	Oct	Feb	May
Feliciano	Anselmo	Teachers Association of Long Beach	10		1	
Flores Gonzalez	Efraim	Centro CHA	5		1	
Garcia	Juan	California School Employees Association	5	1	1	
Ginder	Susan	Business Department	8			1
Gomez	Kassandra	High School Student	9			
Gorski	Dascha	Long Beach Council PTA	4	1	1	1
Grace	Lori	Curriculum, Instruction, and Professional Development	6	1	1	
Hatchett	Justin	High School Student	8			
Jimenez	Pedro	Every Student Matters	8	1	1	1
Justin	Cheryl	Concerned African-American Parents	3	1		
Kim	Simon	California State University, Long Beach	1	1		1
Kruizenga	Alicia	Long Beach City College	10	1		
Laforett	Christian	High School Student	10			
Lim	Kimberly	Every Student Matters	7	1	1	
Loeza	Maria	District English Learning Advisory Committee	9	1	1	1
Miranda	Crystal	Curriculum, Instruction, and Professional Development	3		1	1
Moraga	Gonzalo	Association of Long Beach Educational Managers	2			
Morrison	Gerry	Teachers Association of Long Beach	6	1	1	
Murray	Mike	Long Beach Education Foundation	10			
Nguli	Marion	Teachers Association of Long Beach	7	1	1	1

long beach unified school district

Accountability Plan Advisory Committee: Sign-in Sheet

Last Name	First Name	Organization	Table	Oct	Feb	May
Orozco	Sara	District English Learning Advisory Committee	9	1		
Ortega	Carol	Curriculum, Instruction, and Professional Development	5	1	1	1
Petri	James	Curriculum, Instruction, and Professional Development	4	1	1	
Pharr	Val	California School Employees Association	4	1	1	
Phelps	Kyla	High School Student	2	1	1	
Pol-Lim	Sara	United Cambodian Community	9	1	1	1
Quintana	Jessica	Centro CHA	4			
Rodriguez	Sujey	District Community Advisory Committee	5	1		
Salazar	Leticia	Community Advisory Committee	1			
Seal	Judy	Long Beach Education Foundation	4		1	1
Seki	Pamela	Executive Staff	8	1	1	
Slater	Taylor	High School Student	5	1		
Slaughter	Maria	Concerned African-American Parents	4	1	1	
Sngiem	Susana	United Cambodian Community	10	1	1	1
Snyder	Donna	Association of Long Beach Educational Managers	1		1	
Soto	Tom	Community Advisory Committee	2	1	1	
Storey	Jodie	Long Beach Council PTA	8	1	1	1
Suarez	James	Equity, Access, and College & Career Readiness	N / A	1	1	1
Tagorda	Robert	Equity, Access, and College & Career Readiness	N / A	1	1	1
Takahashi	Yumi	Business Department	7		1	1

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Accountability Plan Advisory Committee: Sign-in Sheet

Last Name	First Name	Organization	Table	Oct	Feb	May
Torres	Virginia	Teachers Association of Long Beach	8	1	1	1
Velasco	Lupe	Centro CHA	6			
Welsch	Barry	Teachers Association of Long Beach	9	1		1
Williams	Ashton	High School Student	1	1	1	1
Williams	Felton	Board of Education	3		1	1
Winters	Wendy	Superintendent Parents Forum	9	1	1	1
Wood	Courtney	High School Student	7	1	1	1
Woodson	Rene	District Community Advisory Committee	7	1	1	1
Wortman	Ashlee	High School Student	5	1		
Wriaght	Elena	Long Beach Council PTA	10	1	1	1
Young	Cindy	Early Childhood	7	1	1	1
		Total Committee Members	--	47	46	30
		Audience Members	--	5	9	1
		Total Participants	--	52	55	31
		Attendance Rate for Committee Members	--	67%	66%	43%

Progress Update
Engagement ▫ Performance ▫ Well-being

January 2015

Measuring and Reporting Student Progress

In 2015, there will be a lot of talk about "accountability" – how we will measure and report student progress. What are the tests that our students will take? What are the surveys that our families and staff members will complete? How do we know if our schools are doing well? Even though these questions are familiar to us, many of the details are complex, so we want to provide simple explanations that help everyone understand what is happening.

Overall, our accountability model focuses on the **engagement**, the **performance**, and the **well-being** of our students. Starting in February, we will hear more about two important topics: Smarter Balanced Assessment and CORE surveys.

Smarter Balanced Assessment

Beginning with a field test in 2014, LBUSD students in grades 3 through 11 began the process of taking the "summative assessment" that was developed by the Smarter Balanced Assessment Consortium (SBAC).

A summative assessment measures cumulative skills and knowledge at the end of a defined instructional period like a unit or course. This online assessment satisfies the state testing requirement. SBAC, as it is familiarly called, is used across more than a dozen states and is an online assessment that helps teachers, administrators and families know how well their students are doing in meeting the Common Core State Standards (CCSS). Because the same assessment is now given across a number of states, there is an increased opportunity to gauge students' performance from a national perspective. An additional benefit of students taking the assessment online is that the results will return to the school district sooner than in past years, which means that teachers and families also will have results sooner so they can help students to move forward in their learning.

The CCSS are challenging. These standards set a high bar for student performance so that all students will be prepared for success in college and careers when they graduate from LBUSD. Our teachers and administrators have been working diligently to make certain that all classrooms are transitioning to the newer standards. While we expect our students to make great strides in meeting the new standards as soon as possible, we also know and expect that for the first couple of years, our test scores may create the perception of a decline in performance. Remember that the newer and tougher standards combined with new assessments represent a complete recalibration. This means that the first year or two of test scores will essentially serve as a new baseline of data

From the field test that was given to three million students in the spring of 2014, the data below illustrate this point.

	2013 CST Proficient and Advanced (State of California)		SBAC 2014 Field Test Levels 3 & 4 (including **all** states participating in field testing)	
	English	Math	English	Math
Grade 4	65%	72%	41%	37%
Grade 6	60%	55%	41%	33%

What are some ways that we are helping students prepare for the newer SBAC assessments?

*All of our schools have at least one dedicated computer lab (some as many as three) where students will take the online assessment. Many teachers will take students into the lab during the months of January and February to take practice tests and to practice using the skills necessary for success on SBAC.

*A number of technology resources are available for teachers and families at lbschools.net. Go to Technology Instruction in the A-Z index, then Curriculum Documents.

We encourage you to support your students by talking about their results later this year, but do not worry if you see an initial decline in your individual student's test scores. While the bar is being raised in our expectations, it takes some time for both teaching and learning to adjust to these expectations.

Surveys

LBUSD received a renewal of a federal waiver for the 2014-15 school year that gives the school district greater flexibility to use resources based upon students' needs. The school district has redirected federal funds toward school-based interventions for students. As part of this waiver (familiarly known as the CORE Waiver) and its associated accountability, many students, staff and parents will take a survey in the days ahead. This year's surveys are all considered field tests. That means that the results will give teachers and administrators great information to review, but the results are only used as baseline information, not for official accountability.

Different than the academic tests that students regularly take, this year's surveys will cover:

- Students in grades 4-12 – Social-emotional Well-being and School Climate and Culture
- School Staff (Teachers and all other staff) – School Climate and Culture
- Parents: Social-emotional Well-being of Students and School Climate Culture

The survey questions that will be used this spring have been tested in other school districts and studied by researchers. The questions will cover topics that help teachers and administrators better understand how students feel at school, how comfortable they are with their own learning and progress and how things might be improved at their school so that student learning is accelerated.

When and how will the CORE surveys be administered?

*You will receive more specific information from your school, via School Loop and School Messenger (phone), about how to take the parent survey. Stay tuned!

*Students will take their survey in their school computer lab.

Both the SBAC tests and the surveys are part of the school district's Local Control and Accountability Plan, a requirement that comes with our state funding. They are also part of the School Quality Improvement Index, which helps us meet federal obligations in place of No Child Left Behind.

Most importantly, both the SBAC and the surveys reflect our mission "to support the personal and intellectual success of every student, every day."

For more information, please visit lbschools.net.

Progress Update

Engagement·Performance·Well-being

February 2015

Parents, students and staff began taking surveys in February, and students will begin taking new state tests in March. The surveys and tests – part of a new and improved accountability system for our school district – will assess how well students and schools are doing by measuring engagement, performance and well-being.
A number of efforts are under way to support students under this new system.

Parents are encouraged to monitor their children's progress as these new systems are implemented. But remember that the newer and tougher Common Core standards, new assessments and other new accountability measures represent a complete recalibration and may at first create the perception of a decline in performance. Do not be alarmed by an initial decline in certain accountability measures. While the bar is being raised in terms of expectations, it takes some time for both teaching and learning to adjust to these expectations.

Teacher and Principal Evaluation Systems-*The Long Beach Way*

In the summer of 2014, the school district began implementing two new systems aimed at supporting student and school progress. Newly developed evaluation systems for teachers and principals were deployed after years of research, collaboration and planning. While these systems address two different groups of employees (teachers and administrators), they are designed to complement one another, creating a common language among employees as they work to promote student progress.

The LBUSD teacher evaluation system is based on the California Standards for the Teaching Profession. These research-based standards describe the classroom practices that are known to positively impact student achievement. The teacher evaluation system uses a set of standards to help all teachers focus on what matters most with students. This system provides opportunities for principals to observe teachers in action, collect evidence of teaching and learning while in classrooms, and then provide feedback and insights to teachers in a supportive way to help improve their teaching craft.

The LBUSD principal evaluation system is based on national research and standards on school-level factors and indicators that have been shown to have the greatest impact on student achievement. In LBUSD, every principal engages in a yearly evaluation cycle that includes school and leadership goal setting (based on the school's specific strengths and needs), visits to classrooms to determine the quality of teaching and learning, the sharing of evidence of progress that the leader, the students and staff are making in reaching goals, and a final evaluation that incorporates student progress data.

Both of the new evaluation systems include ratings of Distinguished, Effective, Developing and Unsatisfactory. Tremendous attention has been paid to the professional development, or training, needed to make certain that every teacher and every principal understands the new expectations within these systems and the support necessary for an individual to perform well. If you are visiting a school here, it shouldn't surprise you to see administrators in classrooms observing teaching and learning. It also shouldn't surprise you to see your school's principal walking the campus or classrooms with their principal supervisor. These systems have already received national attention for promoting the learning of teachers and administrators while focusing on student progress at the heart of their design.

Under this model allowed by a federal waiver, schools that fall short of their goals receive professional training opportunities for teachers and social-emotional support resources from district partners. Schools with the greatest need receive direct assistance from educators who have had success under similar circumstances. The idea is that when schools learn from one another, they can better prepare all students for college and careers. More information about this system is available at coredistricts.org.

Local Control and Accountability Plan

The Local Control Funding Formula (LCFF) gives schools greater flexibility to use state funds based upon students' needs. This funding formula requires school districts to develop a Local Control and Accountability Plan (LCAP) that spells out spending priorities and performance goals to make certain that resources are used effectively.

LBUSD's plan supports student progress in many ways. The plan includes programs that are resulting in real benefits for all of our students, particularly those who are in greatest need. For example, the plan expands K-12 counseling, library education, nursing and technology services, as well as the elementary music program and various forms of support to middle schools. At the high school level, the plan provides access to free SAT preparation courses and Advanced Placement exams, saving families hundreds of dollars.

LBUSD's plan addresses specific state priority areas while fulfilling school district goals. It incorporates the results of the Smarter Balanced assessments; the surveys for students, parents, and staff; and many other accountability measures. Extensive school-by-school data are available in real time at lbschools.net in the A-Z index under LCAP, then LCAP District & School Data. These reports help the public to see how taxpayer-funded resources are being used responsibly to give students brighter futures.

Continuous Improvement Expenditure (CIE) Planning

Since the beginning of LCAP implementation, principals have reexamined the systems at their schools that engage stakeholders (teachers, parents, community) in the budget planning process. To support students most effectively, budget planning requires a process of engagement, strategic planning and review.

In LBUSD, a tool that is used to make sure that schools' discretionary funds are used to support student progress, is the Continuous Improvement Expenditure tool (CIE). School leaders have received guidelines for determining what is permissible to fund, prioritization based on student and staff needs, and methods for gauging their plan's strength. Once a school team determines what they believe to be a set of activities, systems or approaches to supporting their school's students, this information is entered into an online planning template. Schools' plans are then reviewed by budget and compliance staff, including school district leadership. With several steps in the review process, the CIE ensures transparency and communication, and it requires schools to consider the most strategic methods of using their money, in line with the school district's expectations. CIE plans for each school are available at lbschools.net under Continuous Improvement Expenditure Plans in the A-Z index.

Federal Waiver

LBUSD's plan is reinforced by a waiver from federal No Child Left Behind rules. Similar to the state's LCFF, the federal waiver gives schools greater flexibility to use federal funds based upon students' needs. This flexibility stems from LBUSD's commitment to using the School Quality Improvement System, an accountability model that ties together all of the ideas described above.

This model includes our work on Common Core State Standards and employee evaluations. It also tracks the same accountability measures that we have in our plan. Most notably, it establishes a new way to improve schools that need the most help – an approach that does not punish them, but rather gives them extra support.

Parent University

Find parent education information and other useful resources.

School Budgets

View information on discretionary budgets allocated to individual schools.

Federal Waiver, Local Control Funding

Federal and state officials OK new rules on how schools use resources.

USA Today Features Cabrillo, CAMS, Poly

Two recent USA Today videos feature innovative work-based instruction that teaches high school students valuable job skills. View the videos.

Hundreds Participate in Town Hall

More than 600 people attend the school district's first-ever Students of Color "Town Hall" Meeting. The event, in partnership with the White House and other large school districts, provides important information on helping to prepare all students for success.

Names in the News

A former school board member is honored for Black History Month, a sixth grader advances to a statewide geography contest, and several high schoolers earn national honors for their documentaries in a C-SPAN competition.

Public May Comment on Waiver Extension

The public may comment on LBUSD's request for an extension of a federal waiver from certain No Child Left Behind rules. Spanish

AP Tests Up 41 Percent in Two Years

LBUSD students sign up for more than 10,000 Advanced Placement college-level exams. The school district now covers most of the cost so parents don't have to.

Los Cerritos Up for U.S. Green Ribbon

The elementary school is among three public schools statewide nominated by State Superintendent of Public Instruction Tom Torlakson. The national award recognizes eco-friendly practices and exemplary environmental education.

Big Interest in Smaller High Schools

Two of LBUSD's newest and smallest high schools have received more applicants then they can accommodate.

L.A. Times Piece Notes LBUSD's Success

A commentary piece notes the continued success of LBUSD when compared to other school systems nationally.

- CORE Parent Survey
- Follow Us on Twitter
- Employee Newsletter
- TV Programs

- Budget Update
- Bargaining Update

Building on Success

- Common Core Standards
- Linked Learning
- LCAP District & School Data
- Measure K Construction
- Strategic Plan
- Superintendent's Goals
- Teacher Prep Alliance
- Technology Master Plan

Events | Meetings | Accolades

Long Beach is one of the world's top five school systems

Newsroom

Public May Comment on Waiver Extension

3/10/15

Dear Long Beach Unified School District Stakeholders:

Long Beach Unified School District is one of seven California school districts collaborating as part of CORE Districts that was approved for an NCLB flexibility waiver by the U.S. Department of Education in August 2013. This waiver allows the participating districts to implement the School Quality Improvement System in place of federal NCLB rules, shifting the orientation of our district's work towards a collective effort to prepare all students for college and career. This unprecedented holistic approach to accountability is intended to eliminate disparity and disproportionality in all subjects and across academic, social-emotional, and culture-climate domains.

Teachers and staff from Long Beach Unified School District and the other participating districts worked together throughout the first year of implementation to refine the accountability model. We reported these changes to the School Quality Improvement System as amendments when we requested extension of the waiver approval. On September 12th, 2014, the U.S. Department of Education approved a one year extension of the CORE waiver. With that extension, some of the requested amendments were approved while others were held for consideration until final development was complete. The extension has given the CORE districts additional time to apply innovative and holistic approaches to preparing all students for college and career while we finalize technical elements of the metrics we will use to hold our districts accountable for student success and complete development of educator evaluation guidelines.

In March 2015, Long Beach Unified School District, in partnership with six other participating districts, will request a three year extension of the School Quality Improvement System. This request submission will include finalized accountability system metrics, Common Core State Standards (CCSS) and aligned assessment (SBAC) implementation updates, and educator evaluation guidelines developments.

We are interested in sharing additional information about the School Quality Improvement System with you and hearing your comments about the CORE waiver extension request. You can learn more about the extension request in the following ways:

- Visit http://coredistricts.org/school-quality-improvement-system/

General public comments may also be provided through: http://bit.ly/CORErenewal, emailing core@caedpartners.org, faxing (916) 244-0250, calling (916) 596-2548, or via regular mail to 1107 9th Street, Suite 500, Sacramento, CA 95814. The public comment window will be open February 16, 2015. Comments received by March 13, 2015 will be summarized and sent to the CORE Board by March 20, 2015 and considered as part of the extension request.

The CORE Board, comprised of the superintendents from each of the CORE districts, will review public comments and feedback before making final decisions related to submission of the finalized extension request in late March 2015. Thank you for your continued support of Long Beach Unified School District students and schools.

Sincerely,

Christopher J. Steinhauser
Superintendent of Schools

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www.lbschools.net/Main_Offices/Superintendent/Public_Information/pdf/2015ExtensionPublicCommentSP.pdf
Search
Most Visited
Getting Started
Latest Headlines
Novell WebAccess...
Page: 1 of 1
Automatic Zoom

Estimados Distrito Escolar Unificado de Long Beach participantes:

Distrito Escolar Unificado de Long Beach es uno de los siete distritos escolares de California que colabora como miembro de los Distritos CORE que fueron aprobados para una exención de flexibilidad a la Ley Que Ningún Niño se Quede Atrás (NCLB, por sus siglas en inglés), en agosto de 2013. Esta exención permite a los distritos participantes implementar el Sistema de Mejora de la Calidad Escolar en lugar de las normas federales de la NCLB, modificando el rumbo de los esfuerzos realizados en nuestro distrito para aunarse en un esfuerzo colectivo para preparar a todos los alumnos para la universidad y la vida profesional. Este enfoque holistico sin precedentes hacia la rendición de cuentas tiene por fin terminar con la disparidad y la desproporcionalidad en todos los temas y en los ámbitos académico, socioemocional y cultural.

Los docentes y el personal de Distrito Escolar Unificado de Long Beach y demás distritos participantes trabajaron juntos durante el primer año de la implementación para ajustar el modelo de rendición de cuentas, e informamos los cambios al Sistema de Mejora de la Calidad Escolar como modificaciones al solicitar la prórroga del plazo para la aprobación de la exención. El 12 de septiembre de 2014, el Departamento de Educación de los Estados Unidos aprobó una prórroga de un año de la exención CORE. Con dicha prórroga se aprobaron algunas de las modificaciones solicitadas, en tanto que se pospuso la consideración de otras hasta una vez concluido el desarrollo final. La prórroga les dio a los distritos CORE más tiempo para aplicar abordajes innovadores y holisticos para preparar a todos alumnos para la universidad y la vida profesional, mientras terminábamos de ajustar los elementos técnicos de las métricas que utilizamos para que los distritos rindan cuentas por el éxito de los alumnos y el completo desarrollo de los lineamientos para la evaluación de los educadores.

En marzo de 2015, Distrito Escolar Unificado de Long Beach, en colaboración con otros seis distritos participantes, solicitará una prórroga de tres años del Sistema de Mejora de la Calidad Escolar. En la solicitud se incluirán las métricas concluidas del sistema de rendición de cuentas, las Normas Fundamentales Comunes del Estado (CCSS, por sus siglas en inglés) y las actualizaciones a la implementación de la evaluación uniforme (SBAC), y los desarrollos de las normas para evaluación de los educadores.

Nos interesaria compartir información adicional acerca del Sistema de Mejora de la Calidad Escolar con ustedes y conocer su opinión respecto de la solicitud de prórroga de la exención CORE. Si necesita mayor información acerca de la solicitud de prórroga, puede consultar diversas fuentes:

- Visite http://coredistricts.org/school-quality-improvement-system/

El público en general también puede dar su opinión a través de: http://bit.ly/CORErenewal, mediante un correo electrónico a core@caedpartners.org, por fax al (916) 244-0250, llamando al (916) 596-2548, o por correo a 1107 9th Street, Suite 500, Sacramento, CA 95814. El plazo para recibir comentarios del público se abrirá el 16 de febrero de 2015. Los comentarios recibidos hasta el 13 de marzo de 2015 se resumirán y se enviarán al Consejo del CORE a más tardar el 20 de marzo de 2015, y se pasarán a formar parte de la solicitud de prórroga.

El Consejo del CORE, integrado por los superintendentes de cada uno de los distritos CORE, revisará los comentarios y el feedback antes de tomar una decisión final respecto de la presentación de la solicitud de prórroga a fines de marzo de 2015. Gracias por su apoyo continuo a los alumnos y escuelas de Distrito Escolar Unificado de Long Beach.

Atentamente,

Christopher J. Steinhauser,
Superintendente Escolar

Oakland Unified School District

Oakland Unified School District

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ACCESSIBILITY OF AGENDA AND AGENDA MATERIALS

Agenda and agenda materials, if any, associated with this meeting are accessible on the Board of Education's World Wide Web Site at http://www.ousd.k12.ca.us or from any computer terminal in the Offices of the Board of Education and Superintendent at the above-stated address.

AMERICANS WITH DISABILITIES ACT COMPLIANCE

Individuals requiring a reasonable accommodation to participate in meetings other than handicapped access, should notify the Office of the Board of Education seventy-two (72) hours prior to the meeting at either (510)879-8199(VM); or boe@ousd.k12.ca.us (E-Mail); or
(510) 879-2300 (eTTY/TDD); or (510) 879-2299 (eFax).

Meeting Agenda Long - Final

Wednesday, March 25, 2015

4:00 PM

The Great Room, LaEscuelita Education Center, 1050 2nd Avenue, Oakland, CA 94606-2291

Board of Education

President James Harris
Vice President Jody London
Directors: Aimee Eng, Jumoke Hinton Hodge, Nina Senn, Roseann Torres, Shanthi Gonzales
Student Directors: Carmen Jimenez, Katebah Al-Olefi
Staff: Antwan Wilson, Superintendent/Secretary

Table of Contents

Board of Education - Regular Meeting - March 25, 2015 1
Agenda Summary/Table of Contents 2
A. Call To Order - 4:00 P.M. 2
B. Roll Call 2
C. President's Statement Disclosing Item(s) To Be Discussed In ClosedSession Today 2
Closed Session Item(s) 2
Labor Matter(s) 3
15-0106 Conference With Labor Negotiators 3
Legal Matter(s) 3
15-0451 Conference With Legal Counsel - Anticipated Litigation 3
Public Employee Discipline/Dismissal/Release Matter(s) 3
15-0503 Public Employee Discipline/Dismissal/Release 3
Public Employee Performance Evaluation Matter(s) 3
14-2219 Public Employee Performance Evaluation 3
Pupil Matter(s) 4
15-0584 Expulsion Appeal - Student U 4
Real Property Matter(s) 4
14-2201 Conference With Real Property Negotiator(s) 4
D. Recess To Closed Session 4
E. Reconvene To Public Session - 5:00 P.M. 4
F. Second Roll Call 4
G. President's Statement of Reportable Action Taken In Closed Sessionand the Vote or Abstention of Members Present, If Any 4
H. Pledge of Allegiance 4
I. Special Recognitions and Presentations 4
15-0619 Closing the Achievement Gap - Thornhill ElementarySchool 5
J. Speaker Request Card/Modification(s) To Agenda 5
K. Public Comments On All Non-Agenda Items Within the SubjectMatter Jurisdiction of the District (30 Minutes) 5
15-0521 Public Comments on All Non-Agenda Items Within theSubject Matter Jurisdiction of the District - Up to 30Minutes - March 25, 2015 6
L. Student Board Members Report 6
15-0524 Student Directors' Report - March 25, 2015 6
M. President's Report 6
15-0522 President's Report - March 25, 2015 6
N. Superintendent's Report 6
15-0523 Superintendent's Report - March 25, 2015 7
O. Public Hearing(s) 7
P. Unfinished Business 7

15-0128 Decision - North Oakland Community - Petition andProposed Charter (Renewal) 7
15-0129 Decision - Lighthouse Community High - Petition andProposed Charter (Renewal) 8
15-0471 Proposition 39 - 2015-2016 School Year / Final FacilitiesOffer(s) – American Indian Public Charter School,American Indian Public High School, American IndianPublic Charter School II, Francophone Charter School ofOakland (Second Reading) 8
Q. New Business 8
15-0546 2015-2016 LCAP/Budget Development 9
R. Adoption of the General Consent Report 9
Senior Business Officer 9
15-0494 Consolidated Application and Reporting System (CARS) -Winter 2014 Data Collection - Fiscal Year 2014-2015 9
Chief of Operations 9
14-2252 E-Rate Consulting - RDV Consulting Services - TechnologyServices 10
15-0425 Amendment No. 2, Independent Consultant Agreement -Terraphase Engineering, Inc. - Foster Center CommissaryProject 10
15-0430 Small Construction Contract - C&C Development &Associates - Metwest Educational Center Project 11
15-0431 Contract for Repairs, Maintenance or ConstructionServices - AAA Fire Protection Services - McClymondsHigh School Fire & Intrusion Alarm Replacement Project 11
15-0433 Agreement for Architectual Services - Byrens Kim DesignWorks - Division of Facilities Planning and ManagementProject 12
15-0434 Agreement for Architectural Services - Murakami/NelsonArchitectural Corporation - Foster Central Commissary(Program for Exceptional Children and Police Services)Contract 12
15-0436 Award of Bid and Construction Contract - StrawnConstruction - Fruitvale Bleachers/ Restrooms Project 13
15-0502 E-Rate Application and Contracts - Fiscal Year 2015-2016(Conditional) (Year 18) 13
15-0560 Professional Services Contract - First Alarm - TechnologyServices 14
Chief of Talent 14
15-0484 Personnel Report 0014-0007 14
15-0485 Classified Positions - Layoffs/Additions/Net - Fiscal Year2015-2016 14
15-0488 Administrative Professionals Day - April 22, 2015 14
15-0495 Amendment No. 1, Master Subsciption Agreement -Workday, Inc. - Workday Human Capital ManagementDatabase 15
15-0497 Job Description - Executive Director - Teaching andLearning Department 15
15-0498 Application - Commission on Teacher Credentialing -Single Subject Social Science Provisional Internship Permit 15
Chief of Schools, Post Secondary Readiness 15

15-0041 Professional Services Contract - Pro Arts - SankofaAcademy 16
15-0096 Professional Services Contract - Mills College - Fred T.Korematsu Discovery Academy 16
15-0238 Professional Services Contract - Faith Network of the BayArea - Burckhalter Elementary School 16
15-0247 Professional Services Contract - Shirley Yee - AlternativeEducation Office 17
15-0248 Professional Services Contract - Community Initiatives -Oakland International High School 17
15-0249 Professional Services Contract - Teri Smith - OaklandInternational High School 17
15-0250 Professional Services Contract - Kristin Loo - Skyline HighSchool 18
15-0252 Professional Services Contract - Pro Arts - ElmhurstCommunity Preparatory School 18
15-0263 Professional Services Contract - Seneca Center -Alternative Education Office 18
15-0278 Professional Services Contract - Peacemakers, Inc. -Community United Elementary School 19
15-0355 Professional Services Contract - Tatiana Fuaaw -Alternative Education Office 19
15-0356 Individual Service Agreement - Master Memorandum ofUnderstanding - East Bay Asian Youth Center - OaklandHigh School 19
15-0357 Professional Services Contract - Sig Schnare - ChabotElementary School 20
15-0358 Professional Services Contract - Higher Gliffs - CommunityDay School 20
15-0379 Professional Services Contract - Brooklyn Williams -Community Day School 20
15-0417 Professional Services Contract - z-Sharp - GlenviewElementary School 21
15-0418 Professional Services Contract - Strategic Cities ofOakland - Continuous School Improvement 21
15-0419 Professional Services Contract - Wright Institute -Manzanita Seed Elementary School 21
15-0420 Professional Service Contract - Reading Partners -Allendale Elementary School 22
15-0422 Professional Services Contract - Claudia Goodman-Hough- Redwood Heights Elementary School 22
15-0461 Professional Service Contract - TEGrant Consulting -Linked Learning 22
15-0483 Student Travel - Frick Middle School 23
15-0489 Professional Service Contract - Jacques LaCour - OaklandAdult & Career Education 23

15-0499 Professional Services Contract - Wright Institute -EnCompass Academy 23
15-0506 Professional Services Contract - Safe Passages - WestOakland Middle School 24
15-0508 Professional Services Contract - California YouthOutreach - Roots International Academy 24
Chief Academic Officer 24
14-2367 Grant Award - California Department of Education -Programs for Exceptional Children 25
15-0080 Professional Services Contract - Josh Egel - BehavioralHealth Initiatives - Community School and StudentServices 25
15-0253 Amendment No. 1 - Individual Service Agreement - MasterMemorandum of Understanding - Bay Area CommunityResources - Ralph J. Bunche High School 26
15-0254 Amendment No. 1 - Individual Service Agreement - MasterMemorandum of Understanding - Bay Area CommunityResources - Rudsdale Continuation High School 26
15-0291 Contract - Mills College, School of Education - SocialEmotional Learning and Leadership Office - CommunitySchools and Student Services Department 27
15-0306 Amendment No. 1 - Individual Service Agreement - MasterMemorandum of Understanding - Roosevelt Middle School 27
15-0307 Amendment No. 1 - Individual Service Agreement - MasterMemorandum of Understanding - East Bay Asian YouthCenter - Dewey Academy 28
15-0308 Amendment No. 1 - Professional Services Contract - Boardof Trustees of the Leland Stanford Junior University - FullService Community Schools Initiative - CommunitySchools and Student Services Department 28
15-0351 Amendment No. 1 - Professional Services Contract - Be AMentor, Inc. - Student, Family, and CommunityEngagement Unit - Community, Schools, and StudentServices Department 29
15-0380 Grant Award Acceptance - East Bay CommunityFoundation - After School Literacy Learning CommunityInitiative - After School Programs - Community, Schools,and Student Services Department 29
15-0382 Grant Award Acceptance - S.D. Bechtel, Jr., StephenBechtel Fund - After School Character Building and Math- Community, Schools, and Student Services Department 30
15-0384 Amendment No. 1 - Individual Service Agreement - MasterMemorandum of Understanding - Bay Area CommunityResources - After School Program - Horace MannElementary School 30
15-0394 Professional Services Contract - Playworks - New HighlandAcademy 31
15-0401 Amendment No. 2 - Master Agreement - District - AlamedaCounty - Health and Wellness for District Pupils 31

15-0406 Amendment No. 1 - Professional Services Contract - EastBay Agency for Children - Health and Wellness Unit -Community Schools and Student Services Department 31
15-0415 Professional Services Contract - San Francisco Bay AreaCouncil, Learning for Life - Fruitvale Elementary School 32
15-0438 Memorandum of Agreement - Step to STEM, Inc. -Community Partnerships Unit - Community Schools andStudent Services Department 32
15-0458 Community Based Organization - Master Contract -Alameda County Behavioral Health Care Services -Programs for Exceptional Children 32
General Counsel 33
15-0302 Amendment Board Policy - Students - BP 5145.7 SexualHarassment 33
15-0352 Amendment to Board Policy – Students – BP 5141.4 ChildAbuse Prevention and Reporting 33
15-0457 Agreement - Diversified Systems - KDOL TV Station 33
15-0583 Agreement - Vavrinek, Trine, Day & Co., LLP - FinancialServices 33
Board of Education 33
15-0526 Minutes - Board of Education - Regular Meeting - March11, 2015 34
15-0528 Minutes - Board of Education - Special Meeting - March 4,2015 34
15-0579 Minutes - Board of Education - Special Meeting - March13, 2015 34
15-0590 Cancellaltion - Regular Board Meeting - April 8, 2015 34
15-0612 Supporting Common Core State Standards 34
15-0611 Professional Services Contract - Center for Reform ofSchool Systems, Inc. - Office of the Board of Education 34
S. Adoption of the Pupil Discipline Consent Report 35
15-0584 Expulsion Appeal - Student U 35
T. Regular Board Members' Report 35
15-0529 Board Member's Report - March 25, 2015 35
U. Introduction of New Legislative Matter(s) 35
V. Public Comments on All Non-Agenda Items Within the SubjectMatter Jurisdiction of the District (30 Minutes)(Continued) 36
15-0521 Public Comments on All Non-Agenda Items Within theSubject Matter Jurisdiction of the District - Up to 30Minutes - March 25, 2015 36
W. Adjournment 36

MEETING PROCEDURES

Board procedures do not permit: (1) persons in the audience to vocally express support or opposition to statements by Board Members or by other persons testifying; (2) ringing and use of cell phones, pagers, and similar sound-producing electronic devices; (3) bringing in or displaying signs in the meeting room; (4) eating in meeting room and (5) standing in the meeting room. PRESENTATIONS: Contact Board Office at (510) 879-8199 to coordinate the use of the laptop computer for presentations. AGENDA PACKET: Meeting Agenda are available online at https://ousd.legistar.com/. LANGUAGE INTERPRETERS: Requests must be received at least 48 hours in advance of the meeting to help ensure availability. Contact Edgar Rakestraw, Jr. at (510) 879-8199. CHILDCARE will be available during the Board meeting. SPEAKING AT BOARD MEETINGS. At a Regular Meeting, the public may address the Board on an Agenda Item ("Item") or on an Item not listed on the Agenda but within the subject matter jurisdiction of the District. At a Special Meeting, the public may address the Board only on an Item on the Agenda. An eComment – Sign In To Speak Card ("Card") may be submitted electronically by filing a Card on line not later than 30 Minutes prior to meeting noticed time or a manual Card at Board Meeting not later than prior to the Item being called by the Board President. No Card may be submitted after the Board President has called the Item. A Speaker may be allowed up to a maximum of three minutes or less to speak on an Item, depending on the number of registered speakers, the number of Items on Agenda and the time allocated for each Item. Each Speaker will be allotted the same maximum number of minutes to speak as set by the President at the beginning of each item for public comment, excluding District representatives. Public speakers using translation assistance will be allowed twice the amount of time.

A. Call To Order - 4:00 P.M.

B. Roll Call

C. President's Statement Disclosing Item(s) To Be Discussed In Closed Session Today

Closed Session Item(s)

Labor Matter(s)

15-0106 **Conference With Labor Negotiators**

United Administrators of Oakland Schools (UAOS), Service Employees International Union - Local 1021 (SEIU), Oakland Education Association (OEA), Oakland Child Development Paraprofessional Association (OCDPA), American Federation of State, County and Municipal Employees-Local 257 (AFSCME), Brotherhood of Teamsters, Auto Truck Drivers-Local 70 of Alameda County, Brotherhood of Teamsters, Warehouse, Mail Order, Retail Employees- Local 853 of Alameda County, American Federation of Teachers/CFT-Local 771 (AFT), Building and Construction Trades Council of Alameda County, California School Employees Association (CSEA).

Principal District Representatives: Brigitte Marshall, Chief Talent Officer and Greg Dannis, Counsel

Legal Matter(s)

15-0451 **Conference With Legal Counsel - Anticipated Litigation**

Significant exposure to litigation pursuant to subdivision (b) of Section 54956.9: 1 case

Public Employee Discipline/Dismissal/Release Matter(s)

15-0503 **Public Employee Discipline/Dismissal/Release**

Public Employee Discipline/Dismissal/Release

Public Employee Performance Evaluation Matter(s)

14-2219 **Public Employee Performance Evaluation**

Superintendent of Schools

Pupil Matter(s)

15-0584 **Expulsion Appeal - Student U**

Expulsion Appeal Hearing - Student U.

Real Property Matter(s)

14-2201 **Conference With Real Property Negotiator(s)**

Property: 1000 Broadway, Oakland, CA 94607
Agency negotiator(s): Jacqueline Minor, General Counsel
Negotiating parties:
Under negotiation: Instructions to Negotiators will concern price and terms

D. Recess To Closed Session

E. Reconvene To Public Session - 5:00 P.M.

F. Second Roll Call

G. President's Statement of Reportable Action Taken In Closed Session and the Vote or Abstention of Members Present, If Any

H. Pledge of Allegiance

I. Special Recognitions and Presentations

15-0619 **Closing the Achievement Gap - Thornhill Elementary School**

Principal Steven Daubenspeck, Thornhill Elementary School, will present an oral report on the success of Thornhill Elementary School in closing the achievement gap, particular in third grade. He will describe "How the "school-wide big rocks - writing, number talks, and a culture of mutual accountability - connected very clearly with Professional Development" of teachers connects to what is observed and delivered in classrooms. "The work is incredibly intentional and equity centered."

J. Speaker Request Card/Modification(s) To Agenda

An Agenda Item ("Item") paper Sign In To Speak Card shall have been submitted to the Secretary by this point in the Agenda, but not later than prior to the Item being called by the Board President, in order to be invited to speak during consideration of the Item. (An eComment - Sign In To Speak Card must have been received on line not later than 30 Minutes prior to meeting noticed time.) A Speaker may be allowed up to a maximum of 3 minutes or less to speak on an Item, depending on the number of Registered Speakers, the number of Items and the time allocated for each Item. Minutes, or lesser time, are not transferable from Speaker to Speaker.

Modification(s) to the Agenda, by the Board, allows for any change in the printed Order of Business including, but not limited to, an announcement that an Item or Legislative File will be considered out of Agenda printed order, that consideration of an Item has been withdrawn, postponed, rescheduled or "pulled" or taken off of the General Consent Report for separate discussion and/or possible action.

K. Public Comments On All Non-Agenda Items Within the Subject Matter Jurisdiction of the District (30 Minutes)

This section of the Agenda provides an opportunity for a Member of the Public ("Speaker"), pursuant to the time limit(s) and non-transfer of minutes rules stated in Section J, to directly address the Board on any item of interest not on the current Agenda but is within the subject matter jurisdiction of the Board. This Item is limited to a total of thirty (30) minutes. A Speaker, who has filed a Sign In To Speak Card, not heard under this section may be heard under Agenda Item V. The Board may not discuss or take any action on a non-agenda item at the current meeting, except the Board or staff, as permitted by law, may briefly respond to a statement made or question(s) posed by a Speaker. In addition, on his or her own initiative or in response to questions posed by the public, a member of the Board or its staff may ask a question for clarification, make a brief announcement, or make a brief report of personal activities.

15-0521 **Public Comments on All Non-Agenda Items Within the Subject Matter Jurisdiction of the District - Up to 30 Minutes - March 25, 2015**

Public Comments on All Non-Agenda Items Within the Subject Matter Jurisdiction of the District - Up to 30 Minutes - March 25, 2015.

L. Student Board Members Report

This is an oral report to the Board and to the Public by the Student Directors of any information that he/she wishes to share regarding past, present or future personal or official activities as the representatives of the All City Council and students of the District.

15-0524 **Student Directors' Report - March 25, 2015**

Presentation of the Student Directors' Report - March 25, 2015.

Attachments: 15-0524 Student Directors' Report - March 25, 2015

M. President's Report

This is an oral report to the Board and to the Public by the President of the Board of any information that he/she wishes to share regarding past, present or future personal or official activities as the chief officer of the Board.

15-0522 **President's Report - March 25, 2015**

Presentation of the Report of the President of the Board - March 25, 2015.

Attachments: 15-0522 President's Report - March 25, 2015

N. Superintendent's Report

This is an oral report to the Board and the Public by the Superintendent of Schools of any information that he/she wishes to share regarding past, present or future personal or official activities.

15-0523 **Superintendent's Report - March 25, 2015**

Presentation of the Report of the Superintendent of Schools - March 25, 2015:
- CORE Waiver Update
- School Networks' Update
- Other Information

Attachments:
15-0523 Presentation - Superintendent's Report - March 25, 2015
15-0523 Board Memorandum - Superintendent's Report - March 25, 2015

O. Public Hearing(s)

None

P. Unfinished Business

15-0128 **Decision - North Oakland Community - Petition and Proposed Charter (Renewal)**

Approval by the Board of Education of the North Oakland Community - Petition and Proposed Charter - Grades K-8 (Renewal).

Attachments:
15-0128 North Oakland Community - Petition and Proposed Charter (Renewal)
15-0128 Presentation - North Oakland Community - Petition and Proposed Charter (Renewal)
15-0128 Agreement - NOCCS Extension of Renewal Timeline
15-0128 Decision - North Oakland Community - Petition and Proposed Charter (Renewal)

Legislative History

1/14/15	Board of Education	Received and Referred for Handling to the Post-Secondary Readiness
2/11/15	Board of Education	Hearing Held and Closed

15-0129 **Decision - Lighthouse Community High - Petition and Proposed Charter (Renewal)**

Approval by the Board of Education of the Lighthouse Community High - Petition and Proposed Charter - Grades 9-12 (Renewal).

Attachments:
15-0129 Lighthouse Community High - Petition and Proposed Charter (Renewal)
15-0129 Presentation - Lighthouse Community High - Petition and Proposed Charter (Renewal)
15-0129 Agreement - LCCHS Extension of Renewal Timeline
15-0129 Decision - Lighthouse Community High - Petition and Proposed Charter (Renewal)

Legislative History

1/14/15	Board of Education	Received and Referred for Handling to the Post-Secondary Readiness
2/11/15	Board of Education	Hearing Held and Closed

15-0471 **Proposition 39 - 2015-2016 School Year / Final Facilities Offer(s) – American Indian Public Charter School, American Indian Public High School, American Indian Public Charter School II, Francophone Charter School of Oakland (Second Reading)**

Adoption by Board of Education of Resolution No. 1415-1091 - 2015-2016 School Year / Final Facilities Offer(s) - American Indian Public Charter School, American Indian Public High School, American Indian Public Charter School II and the Francophone Charter School of Oakland, respectively, pursuant to requirements of Proposition 39.

Attachments:
15-0471 Presentation - Proposition 39 - 2015-2016 School Year / Final Facilities Offer(s) – Named Schools
15-0471 Resolution / Supporting Documents - Proposition 39 - 2015-2016 School Year / Final Facilities Offer(s) – Named Schools
15-0471 Appendix - Proposition 39 - 2015-2016 School Year / Final Facilities Offer(s) - Named Schools

Legislative History

3/11/15	Board of Education	First Reading

Q. New Business

15-0546 **2015-2016 LCAP/Budget Development**

Presentation by Superintendent of Schools of Report on 2015-2016 LCAP/Budget Development.

Attachments: 15-0546 Presentation - 2015-2016 LCAP/Budget Development

15-0546 Board Memorandum - 2015-2016 LCAP/Budget Development

R. Adoption of the General Consent Report

Adoption of the General Consent Report (GCR)" means that all items appearing under this topic or Agenda Item are approved in one motion unless a Member of the Board requests that an item be removed and voted on separately or otherwise acted upon. Generally, GCR legislative items are recommendations from the Superintendent of Schools, or otherwise routine in nature, or are proposed actions that are sufficiently supported by prior or present accompanying reference materials and/or information not requiring additional discussion and are acted upon in one motion to conserve time and permit focus on other-than-routine legislative items on the Agenda.

Senior Business Officer

☒ 15-0494 **Consolidated Application and Reporting System (CARS) - Winter 2014 Data Collection - Fiscal Year 2014-2015**

Approval by the Board of Education of, and authorization for the Superintendent of Schools to submit to the California Department of Education, the Consolidated Application and Reporting System (CARS) Winter 2014 Data Collection for Fiscal Year 2014-2015.

Funding Source: California Department of Education

Attachments: 15-0494 Consolidated Application and Reporting System (CARS) - Winter 2014 Data Collection - Fiscal Year 2014-2015

Chief of Operations

14-2252

E-Rate Consulting - RDV Consulting Services - Technology Services

Ratification by the Board Education of an Independent Contractor Agreement for Special Services between the District and DVR Consulting Services, Oakland, CA, for the latter to provide E-Rate Compliance Services regarding the Federal Communications Commission (FCC) E-Rate Program, by managing the District's application process for E-Rate Funding Year 18, 2015-2016, including performing tasks 1 thru 8 in Exhibit "A" of the Agreement, Incorporated herein by reference as though fully set forth, for the period commencing July 1, 2014 and concluding June 30, 2015, in an amount not to exceed $30,000.00.

Resource Code - 9350-986
9350 986

Funding Source: Measure J E-Rate

Attachments: 14-2252 E-Rate Consulting - RDV Consulting Services - Technology Services

15-0425

Amendment No. 2, Independent Consultant Agreement - Terraphase Engineering, Inc. - Foster Center Commissary Project

Approval by the Board of Education of Amendment No. 2, Independent Consultant Agreement between District and Terraphase Engineering, Inc., Oakland, CA, for the latter to take an additional ten (10) shallow soil samples to be tested for leachable lead and total petroleum hydrocarbons in conjunction with the Foster Center Commissary Project, in an additional amount not to exceed $8,190.00, increasing the Agreement not to exceed amount from $129,613.00 to $137,803.00. All other terms and conditions of the Agreement remain in full force and effect.

Resource Code - 9350-184

Funding Source: Measure J

Attachments: 15-0425 Amendment No. 2, Independent Consultant Agreement - Terraphase Engineering, Inc. - Foster Center Commissary Project

15-0430 **Small Construction Contract - C&C Development & Associates - Metwest Educational Center Project**

Approval by the Board of Education of Small Construction Contract between District and C&C Development & Associates, Oakland, CA, for the latter to frame wall 21 feet long 8'8" high; install Security Mesh at gap with unistrut T&B; frame 2x4 metal stud with 5/8" sheetrock both sides, smooth finish and paint to match existing; demo wall to install 40" frame and door, install to swing outside the storage, metal stud and header; rewire keycard in new location; remove all electrical to cubicles and reinstall electrical outlets use blank covers to cover holds; add two (2) new receptacles at ceiling height for two (2) new TV's for meeting space, in conjunction with the Metwest Educational Center Project, more specifically delineated in the Scope of Services in Exhibit "A", incorporated herein by reference as though fully set forth, for the period commencing March 25, 2015 and concluding no later than June 30, 2015 in an amount not to exceed $9,722.17.

Resource Code - 9655-121, 9566-121

Funding Source: Measure B

Attachments: 15-0430 Small Construction Contract - C&C Development & Associates - Metwest Educational Center Project

15-0431 **Contract for Repairs, Maintenance or Construction Services - AAA Fire Protection Services - McClymonds High School Fire & Intrusion Alarm Replacement Project**

Approval by the Board of Education of a Contract for Repairs, Maintenance or Construction Services - AAA Fire Protection Projects - McClymonds High School Fire & Intrusion Alarm Replacement Project between District and AAA Fire Protection Services, Union City, CA, for the latter to provide replacement of the fire extinguishing system (service kitchen hold) with an automatic wet-type including engineering, shop drawings submittal and testing, in conjunction with the McClymonds High School Fire & Intrusion Alarm Replacement Project, more specifically delineated in the Scope of Services in Exhibit "A", incorporated herein by reference as though fully set forth, for the period commencing March 25, 2015 and concluding no later than December 31, 2015 in an amount not to exceed $7,059.00.

Resource Code - 9003-303

Funding Source: County School Facilities

Attachments: 15-0431 Contract for Repairs, Maintenance or Construction Services - AAA Fire Protection Services - McClymonds High School Fire & Intrusion Alarm Replacement Project

☒ 15-0433

Agreement for Architectual Services - Byrens Kim Design Works - Division of Facilities Planning and Management Project

Approval by the Board of Education of Agreement for Architectural Services between District and Byrens Kim Design Works, Oakland, CA, for the latter to provide drafting service for revising the Master Plan Site Diagrams at twenty-four (24) school sites, in conjunction with the Division of Facilities Planning and Management Project, more specifically delineated in the Scope of Services in Exhibit "A", incorporated herein by reference as though fully set forth, for the period commencing March 25, 2015 and concluding no later than September 1, 2015, in an amount not to exceed $13,805.00.

Resource Code - 9350-918

Funding Source: Measure J

Attachments: 15-0433 Agreement for Architectual Services - Byrens Kim Design Works - Division of Facilities Planning and Management Project

☒ 15-0434

Agreement for Architectural Services - Murakami/Nelson Architectural Corporation - Foster Central Commissary (Program for Exceptional Children and Police Services) Contract

Approval by the Board of Education of Agreement for Architectural Services between District and Murakami/Nelson Architectural Corporation, Oakland, CA, for the latter to provide three site visits to review existing conditions; review existing documents; use Standard District finishes and door hardware for Program for Exceptional Children (PEC) and Police Services spaces, and provide other services in conjunction with the Foster Central Commissary (PEC and Police Services) Contract, more specifically delineated in the Scope of Services in Exhibit "A", incorporated herein by reference as though fully set forth, for the period commencing March 25, 2015 and concluding no later than March 25, 2016 in an amount not to exceed $43,600.00.

Resource Code - 9350-184

Funding Source: Measure J

Attachments: 15-0434 Agreement for Architectural Services - Murakami/Nelson Architectural Corporation - Foster Central Commissary (Program for Exceptional Children and Police Services) Contract

15-0436 **Award of Bid and Construction Contract - Strawn Construction - Fruitvale Bleachers/Restrooms Project**

Approval by the Board of Education of Resolution No. 1415-1082 - Award of Bid and Construction Contract between District and Strawn Construction, San Jose, CA, for the latter, as the lowest responsive, responsible bidder and rejecting all other bids, if any, to provide restoration of bleachers; construction of a new press box; remodel of student restrooms that includes removal/replacement of water closers, removal and replacement of toilet accessories, repair of wood roof deck, replacement of roofing, repair of fascia at eve, installation of additional door hardware in conjunction with the Fruitvale Bleachers/Restrooms Project for the period commencing March 25, 2015 and concluding no later than June 9, 2015 in the amount of $751,819.00.

Resource Code - 9350-117

Funding Source: Measure J

Attachments: 15-0436 Award of Bid and Construction Contract - Strawn Construction - Fruitvale Bleachers/Restrooms Project

15-0502 **E-Rate Application and Contracts - Fiscal Year 2015-2016 (Conditional) (Year 18)**

Approval by the Board of Education of Resolution No. 1415-1093 - Approving Fiscal Year 2015-2016 E-Rate Application and Conditional Award of Bids, Agreements for Services and/or Work, which are eligible for E-Rate and CTF discounts of 80%-90%, as follows:
•Digital Design Corporation to provide Equipment Installation for the period of July 1, 2015-June 30, 2016 for an amount not to exceed $2,518,880.00
and authorization for the Superintendent of Schools or designee to submit E-Rate Year 18 application to Federal Schools and Libraries Division of the Universal Service Administrative Company seeking $2,400,000 in E-Rate Year 18 funding and that said contracts, agreements stated herein are conditionally approved, subject to form and content approval by General Counsel, District's receipt of E-Rate Year 18 funding and appropriation of $600,000.00 in District's match funding, as specified herein, by the Board of Education in the Fiscal Year 2015-2016 District Budget.

Attachments: 15-0502 E-Rate Application and Contracts - Fiscal Year 2015-2016 (Conditional) (Year 18)

☒ 15-0560 **Professional Services Contract - First Alarm - Technology Services**

Approval by the Board of Education of a Professional Services Contract between District and First Alarm, San Jose, CA, for the latter to provide the following services: two security officers (Security Officer I classification); marked security patrol vehicle to include equipment, maintenance and fuel; dispatch services; person protection equipment for the officers (ballistic); miscellaneous equipment, cameras, gps, computer reporting systems, etc; days/hours of coverage: Friday 6 pm to continue to Sunday 9 pm for the period April 1, 2014 through December 31, 2014 at school sites, in an amount not to exceed $121,345.00

Resource Code - 0000-998

Funding Source: General Purpose

Attachments: 15-0560 Professional Services Contract - First Alarm - Technology Services

Chief of Talent

☒ 15-0484 **Personnel Report 0014-0007**

Approval by the Board of Education of Personnel Report 0014-0007.

Attachments: 15-0484 Personnel Report 0014-0007

☒ 15-0485 **Classified Positions - Layoffs/Additions/Net - Fiscal Year 2015-2016**

Approval by the Board of Education of Resolution No. 1415-1084 - Layoffs/Additions/Net of Classified Positions for Fiscal Year 2015-2016 - providing for the reduction or layoff of certain classified positions, and increase or creation of authorized classified positions based on lack of funds and/or lack of work as reflected through the Budget Development process for 2015-2016.

Attachments: 15-0485 Classified Positions - Layoffs/Additions/Net - Fiscal Year 2015-2016

☒ 15-0488 **Administrative Professionals Day - April 22, 2015**

Adoption by the Board of Education of Resolution No. 1415-1085 - Proclaiming April 22, 2015, as Administrative Professionals Day.

Attachments: 15-0488 Administrative Professionals Day - April 22, 2015

15-0495 **Amendment No. 1, Master Subsciption Agreement - Workday, Inc. - Workday Human Capital Management Database**

Approval by the Board of Education of Amendment No. 1, Master Subscription Agreement - Workday, Inc., Pleasanton, CA, adding subscription service for Benefits for the period from April 30, 2015, through April 29, 2018, for an additional fee of $363,219.00, increasing the cumulative not-to-exceed amount of Agreement from $1,662,405.00 to $2,025,624.00. All other terms and conditions of the Agreement remain in full force and effect.

Funding Source: Fund 67 and Fund 1

Attachments: 15-0495 Amendment No. 1, Master Subsciption Agreement - Workday, Inc. - Workday Human Capital Management Database

15-0497 **Job Description - Executive Director - Teaching and Learning Department**

Adoption by the Board of Education of Resolution No. 1415-0158 - Approving Job Description - Executive Director, Teaching and Learning for the Teaching and Learning Department.

Attachments: 15-0497 Job Description - Executive Director - Teaching and Learning Department

15-0498 **Application - Commission on Teacher Credentialing - Single Subject Social Science Provisional Internship Permit**

Approval by the Board of Education of Resolution No. 1415-1081 - Application for One (1) Provisional Internship Permit, Single Subject Social Science for:

· Rashaan Curry, Single Subject Social Science Teacher, McClymonds High School.

Attachments: 15-0498 Application - Commission on Teacher Credentialing - Single Subject Social Science Provisional Internship Permit

Chief of Schools, Post Secondary Readiness

15-0041 **Professional Services Contract - Pro Arts - Sankofa Academy**

Ratification by the Board of Education of a Professional Services Contract between the District and Pro Arts, Oakland, CA, for the latter to provide visual art integration series for 13 grades/classes (including eight Special Education Sessions) for a total of 164 sessions for the 2014-2015 School Year, including an end of semester public exhibition for audiences of family, peers, teachers and the community; and professional development facilitation for school teachers, at Sankofa Academy, for the term of October 27, 2014 through June 11, 2015, at a cost not the exceed $16,112.00.

Resource Code - 0089-191

Funding Source: Measure G Art

Attachments: 15-0041 Professional Services Contract - Pro Arts - Sankofa Academy

15-0096 **Professional Services Contract - Mills College - Fred T. Korematsu Discovery Academy**

Ratification by the Board of Education of a Professional Services Contract between the District and Mills College, Oakland, CA, for the latter, via its School of Education, to provide consultations for 14 teachers inquiry work meetings, four teacher leader network meetings at Mills College for three teachers, on-site data gathering support and post-observation discussions by Mills Teacher Scholars mentors and coaches and other services, as described in the Scope of Work, incorporated herein by reference as though fully set forth, at Fred T. Korematsu Discovery Academy, for the term of September 30, 2014 through June 11, 2015, at a cost not to exceed $2,000.00.

Resource Code - 0000-172

Funding Source: Unrest-Instr

Attachments: 15-0096 Professional Services Contract - Mills College - Fred T. Korematsu Discovery Academy

15-0238 **Professional Services Contract - Faith Network of the Bay Area - Burckhalter Elementary School**

Ratification by the Board of Education of a Professional Services Contract between the District and Faith Network of the Bay, Oakland, CA, for the latter to coordinate with school staff as directed by the Principal to identify students and collaborate with teachers to provide both daily support for high need students and weekly support for other students within classroom and individually or small groups, provide regular progress monitoring and updates on students' socio-emotional and academic progress, meet with enrolled students and their parents in family counseling sessions and provide monthly/trimester progress reports to parent/guardian, at Burckhalter Elementary School, for the term of December 1, 2014 through June 11, 2015, at a cost not to exceed $8,000.00.

Resource Code - 105-1110

Funding Source: Unrest-Instr

Attachments: 15-0238 Professional Services Contract - Faith Network of the Bay Area - Burckhalter Elementary School

15-0247 **Professional Services Contract - Shirley Yee - Alternative Education Office**

Ratification by the Board of Education of a Professional Services Contract between the District and Shirley Yee, Oakland, CA, for the latter to provide the following services: 1) facilitate quarterly interagency Gang Prevention Collaborative meeting with work groups; 2) coordinate grant services activities including Aggression Replacement Training classes and case management for gang-involved youth; 3) complete and submit all quarterly reports in City Span as required; 4) attend Measure Y meetings and trainings as requested or required by the City of Oakland Department of Human Services; and 5) collect and provide data as requested for program evaluation, for the period January 5, 2015 through June 30, 2015, in an amount not to exceed $20,000.00.

Resource Code - 9180-964

Funding Source: Measure Y - Cal Grip Gang Prevention Grant

Attachments: 15-0247 Professional Services Contract - Shirley Yee - Alternative Education Office

15-0248 **Professional Services Contract - Community Initiatives - Oakland International High School**

Ratification by the Board of Education of a Professional Services Contract between the District and Community Initiatives, San Francisco, CA, for the latter to provide 421 hours of teaching artist support to Oakland International High School through the partnership between KDOL/Media Enterprise Alliance, including service to 25 students in the KDOL class and to 100 11th grade students in Computers classes during the regular school year; and an additional 25 students in an intensive post session 13 day class, according to academic standards set forth by the Arts and Digital Media Pathway, for the period November 20, 2014 through June 12, 2015, in an amount not to exceed $13,893.00.

Resource Code - 6385-353

Funding Source: CPA Multi Media

Attachments: 15-0248 Professional Services Contract - Community Initiatives - Oakland International High School

15-0249 **Professional Services Contract - Teri Smith - Oakland International High School**

Ratification by the Board of Education of a Professional Services Contract between the District and Teri Smith, Oakland, CA, for the latter to provide recruitment, training and weekly supervision to four bilingual counseling interns at Oakland International High School (OIHS) during the 2014-15 school year, as described in the Scope of Work, incorporated herein by reference as though fully set forth, for the period December 1, 2014 through June 30, 2015, in an amount not to exceed $19,840.00.

Resource Code - 3010-353

Funding Source: Title 1

Attachments: 15-0249 Professional Services Contract - Teri Smith - Oakland International High School

15-0250 **Professional Services Contract - Kristin Loo - Skyline High School**

Ratification by the Board of Education of a Professional Services Contract between the District and Kristin Loo, Oakland, CA, for the latter to provide the following services: manage inventory and order store products, including establishing an inventory system with students; maintain store catalog of Titan Store products for the in-store and online purchases using the Square Up register platform and software; perform regularly scheduled banking duties using Active Network Accounting Software; process deposits, requests for funds, inter-department transfers and reimbursements for administration, departments, clubs and sports teams; closeout Student Store daily and deposit to Titan Bank; perform monthly bank reconciliation, month-end reconciliations and produce financial reports; and distribute periodic account statements to account holders, at Skyline High School, for the period August 25, 2014 through June 30, 2015, in an amount not to exceed $20,000.00.

Resource Code - 0000-306

Funding Source: General Purpose

Attachments: 15-0250 Professional Services Contract - Kristin Loo - Skyline High School

15-0252 **Professional Services Contract - Pro Arts - Elmhurst Community Preparatory School**

Ratification by the Board of Education of a Professional Services Contract between the District and Pro Arts, Oakland, CA, for the latter to provide 3 days a week of after-school programming in Visual Arts, as described in the Scope of Work, incorporated herein by reference as though fully set forth, at Elmhurst Community Preparatory School, for the period August 25, 2014 through June 11, 2015, in an amount not to exceed $18,868.00.

Resource Code - 0089-221

Funding Source: Measure G Art

Attachments: 15-0252 Professional Services Contract - Pro Arts - Elmhurst Community Preparatory School

15-0263 **Professional Services Contract - Seneca Center - Alternative Education Office**

Approval by the Board of Education of a Professional Services Contract between Seneca Center, San Leandro, CA, for the latter to provide a Behavioral Interventionist to 1) provide behavioral support and intervention to a targeted group of at-risk young people; 2) work with teachers and staff to develop behavioral intervention plans and monitor their implementation; and 3) participate on COST and build institutional knowledge that can be implemented and utilized after the conclusion of Contract, through the Alternative Education Gap Office, for the period January 5, 2015 through June 30, 2015, in an amount not to exceed $30,000.00.

Resource Code - 3010-964

Funding Source: Central Alt Ed - Title 1

Attachments: 15-0263 Professional Services Contract - Seneca Center - Alternative Education Office

15-0278 **Professional Services Contract - Peacemakers, Inc. - Community United Elementary School**

Ratification by the Board of Education of a Professional Services Contract between the District and Peacemakers, Inc., San Leandro, CA, for the latter to provide academic and social emotional mentoring and tutoring to vulnerable students in order to improve achievement in the areas of reading and study skills, increase student's time on task and support learning goals, support with coordination of services, home visits, and necessary resources to improve student achievement for many students who are highly impacted so they develop habits of mind that develop grade level proficiency and close the achievement gap, at Community United Elementary School, for the term of January 5, 2015 through June 12, 2015, at a cost not to exceed $16,000.00.

Resource Code - 3010-149

Funding Source: Title I

Attachments: 15-0278 Professional Services Contract - Peacemakers, Inc. - Community United Elementary School

15-0355 **Professional Services Contract - Tatiana Fuaaw - Alternative Education Office**

Ratification by the Board of Education of a Professional Services Contract between the District and Tatiana Fuaau, Oakland, CA, for the latter to provide services as a Restorative Justice facilitator working to support the socio-economic development of students with particular emphasis on their response to conflict to encourage positive engagement with school community and learning, providing services as described in the Scope of Work, incorporated herein by reference as though fully set forth, through the Alternative Education Office, for the period January 26, 2015 through June 30, 2015, in an amount not to exceed $30,000.00.

Resource Code - 3010-964

Funding Source: Title 1

Attachments: 15-0355 Professional Services Contract - Tatiana Fuaaw - Alternative Education Office

15-0356 **Individual Service Agreement - Master Memorandum of Understanding - East Bay Asian Youth Center - Oakland High School**

Approval by the Board of Education of an Individual Service Agreement to the Master Memorandum of Understanding (MMOU) between the District and East Bay Asian Youth Center, Oakland, CA, for the latter to provide its Menu Safe and Supportive School at Oakland High School, for the period of July 1, 2014 through June 30, 2015, in an amount not to exceed $10,000.00, pursuant to the terms and conditions as specified in the ISA/MMOU.

Resource Code - 3725-304

Funding Source: Safe and Supportive School

Attachments: 15-0356 Individual Service Agreement - Master Memorandum of Understanding - East Bay Asian Youth Center - Oakland High School

15-0357 **Professional Services Contract - Sig Schnare - Chabot Elementary School**

Ratification by the Board of Education of a Professional Services Contract between the District and Sig Schnare, Oakland, CA, for the latter to facilitate the implementation of the PTA sponsored Media/Technology Program, as described in the Scope of Work, incorporated herein by reference as though fully set forth, at Chabot Elementary School, for the term of February 2, 2015 through June 30, 2015, at a cost not to exceed $4,800.00.

Resource Code - 0000-106

Funding Source: General Purpose

Attachments: 15-0357 Professional Services Contract - Sig Schnare - Chabot Elementary School

15-0358 **Professional Services Contract - Higher Gliffs - Community Day School**

Ratification by the Board of Education of a Professional Services Contract between the District and Higher Gliffs, Oakland, CA, for the latter to provide one lead artist at Community Day School for a total of 187.5 hours to work with a small team of youth painting murals on outside walls throughout the school, as described in the Scope of Work, incorporated herein by reference as though fully set forth, for the period October 10, 2014 through June 12, 2015, in an amount not to exceed $7,500.00.

Resource Code - 6010-333

Funding Source: Prop. 49 After-School

Attachments: 15-0358 Professional Services Contract - Higher Gliffs - Community Day School

15-0379 **Professional Services Contract - Brooklyn Williams - Community Day School**

Approval by the Board of Education of a Professional Services Contract between the District and Brooklyn Williams, for the latter to provide a total of 70 hours of technical assistance to teachers implementing Social and Emotional Learning competences into curriculum planning and instructional practice, including 1) regular coaching sessions with teachers, 2) modeling lesson plans/engaged instruction, and 3) troubleshooting challenges that arise, at Community Day School, for the period February 1, 2015 through June 15, 2015, in an amount not to exceed $7,000.00.

Resource Code - 0000-333

Funding Source: General Purpose

Attachments: 15-0379 Professional Services Contract - Brooklyn Williams - Community Day School

☒ 15-0417 **Professional Services Contract - z-Sharp - Glenview Elementary School**

Ratification by the Board of Education of a Professional Services Contract between the District and z-Sharp, San Francisco, CA, for the latter to provide its partner schools with highly qualified music faculty offering weekly musical instruction to every student, regardless of talent or ability for the entire school year, including having students working with community partners such as the San Francisco Opera to enrich learning experience, as described in the Scope of Work, Incorporated herein by reference as though fully set forth, at Glenview Elementary School, for the term of February 9, 2015 through June 11, 2015, at a cost not to exceed $13,000.00.

Resource Code - 9011-119

Funding Source: Donations-Instruction

Attachments: 15-0417 Professional Services Contract - z-Sharp - Glenview Elementary School

☒ 15-0418 **Professional Services Contract - Strategic Cities of Oakland - Continuous School Improvement**

Ratification by the Board of Education of a Professional Services Contract between the District and Strategic Cities of Oakland CA, Oakland, CA, for the latter to develop ESEA Waiver tools, resources, and written guides to support and build school and community capacity to engage in effective school improvement planning that involves all school stakeholders; develop materials and support facilitation of Priority, Focus, and Other Support school activities on the school improvement planning process, develop SPSA tools and resources to build school and community capacity to engage in cycles of inquiry and planning required under the ESEA Waiver and LCAP, and coordinate with community based organizations partnering with the District to help build parent and family capacity to engage in school improvement planning process, for the term of January 12, 2015 through June 30, 2015, at a cost not to exceed $30,000.00.

Resource Code - 3010-956

Funding Source: T

Attachments: 15-0418 Professional Services Contract - Strategic Cities of Oakland - Continuous School Improvement

☒ 15-0419 **Professional Services Contract - Wright Institute - Manzanita Seed Elementary School**

Ratification by the Board of Education of a Professional Services Contract between the District and Wright Institute, for the latter to provide counseling services to any student, parent, or staff in need of services, as described in the Scope of Work, Incorporated herein by reference as though fully set forth at Manzanita Seed Elementary School, for the term of September 8, 2014 through June 13, 2015, at a cost not to exceed $10,000.00.

Resource Code - 0791-175

Funding Source: LEP

Attachments: 15-0419 Professional Services Contract - Wright Institute - Manzanita Seed Elementary School

15-0420 **Professional Service Contract - Reading Partners - Allendale Elementary School**

Ratification by the Board of Education of a Professional Services Contract between the District and Reading Partners, for the latter to enroll between 55 and 60 students in the 2014-15 school year, with students receiving 45 minutes of one-on-one tutoring two times per week with a trained community volunteer; and assess students three times per year - at enrollment, at midyear, and in late May/June - using the Rigby P.M. Ultra running record assessments, and other services, as described in the Scope of Work, at Allendale Elementary School, for the term of August 26, 2014 through June 11, 2015, at a cost not to exceed $18,000.00.

Resource Code - 3010-101

Funding Source: IASA-Title 1

Attachments: 15-0420 Professional Service Contract - Reading Partners - Allendale Elementary School

15-0422 **Professional Services Contract - Claudia Goodman-Hough - Redwood Heights Elementary School**

Ratification by the Board of Education of a Professional Services Contract between the District and Claudia Goodman-Hough, for the latter to provide integrated multi-media art support to enhance instruction and provide multiple access to students through arts projects, work with teachers to provide students with weekly grade level standards based instruction that integrates the multi-media visual arts curriculum, at Redwood Heights Elementary School, for the term of November 15, 2014 through June 11, 2015, at a cost not to exceed $17,490.00.

Resource Code - 0089-148

Funding Source: Measure G Art

Attachments: 15-0422 Professional Services Contract - Claudia Goodman-Hough - Redwood Heights Elementary School

15-0461 **Professional Service Contract - TEGrant Consulting - Linked Learning**

Ratification by the Board of Education of a Professional Services Contract between District and TEGrant Consulting, 0akland, CA, for the latter to work to convene stakeholders from the West Oakland schools - McClymonds High School, West Oakland Middle School, Lafayette, Hoover, Prescott and Martin Luther King Jr. Elementary Schools - funded by Sun Power and Chevron to teach the Project Lead the Way pre-engineering curriculum including assessing the needs of students, teachers and sites; facilitation of the creation of common goals and accountability measures, potential funding sources and attract and develop a potential Board for the West Oakland STEM corridor, for the period of March 2, 2015 through June 30, 2015, in an amount not to exceed $59,000.00.

Resource Code - 6382-912

Funding Source: California Career Pathway Trust

Attachments: 15-0461 Professional Service Contract - TEGrant Consulting - Linked Learning

15-0483 **Student Travel - Frick Middle School**

Approval by the Board of Education of Resolution No. 1415-1092 - Authorization for Approval of Student Travel and/or Educational Organization Contract, for 30 6th-8th grade students and 5 adults from Frick Middle School, to travel to Washington, D.C., for students to gain a greater understanding of our government and the legislative system, get the opportunity to visit places they would otherwise only see in books and develop a better understanding of what citizenship is, for the period of April 5, 2015 through April 8, 2015, at a cost of $56,394.00.

Resource Code - 0101-203

Funding Source: SQR Improvement

Attachments: 15-0483 Student Travel - Frick Middle School

15-0489 **Professional Service Contract - Jacques LaCour - Oakland Adult & Career Education**

Ratification by the Board of Education of a Professional Service Contract between the District and Jacques LaCour, Oakland, CA, for the latter to develop a vision for the Oakland Adult and Career Education Program beginning 2016-2017 and to develop a transitional plan for 2015 2016 including strategic budgeting, staffing, facility and outreach, including a rigorous process of community, business and staff engagement, and other services, as described in the Scope of Work, incorporated herein by reference as though fully set forth, for the term of February 1, 2015 through June 30, 2015, at a cost not to exceed $20,000.00.

Resource Code - 9170-400, 0506-400

Funding Source: Y&Soda Instr, Adult Ed State

Attachments: 15-0489 Professional Service Contract - Jacques LaCour - Oakland Adult & Career Education

15-0499 **Professional Services Contract - Wright Institute - EnCompass Academy**

Ratification by the Board of Education of a Professional Service Contract between the District and Wright Institute, for the latter to provide individual and group therapy to children, in the form of non-directive play therapy and group therapy around issues of grief and loss, family issues, and social skill development, as described in the Scope of Work, incorporated herein by reference as though fully set forth, at EnCompass Academy, for the term of September 1, 2014 through June 12, 2015, at a cost not to exceed $6,500.00.

Resource Code - 0002-181

Funding Source: Unres-Inst-Supp

Attachments: 15-0499 Professional Services Contract - Wright Institute - EnCompass Academy

15-0506 **Professional Services Contract - Safe Passages - West Oakland Middle School**

Approval by the Board of Education of a Professional Services Contract between the District and Safe Passages, Oakland, CA, for the latter to provide the following services: lead all components of West Oakland Middle School (WOMS) Elev8 Full Service Community School planning, development and implementation in coordination with site management and new and existing collaborative partners; develop oversee, integrate and manage the following Elev8 core components: convene weekly school site meetings with WOMS Elev8 Oakland and allied on-site providers to facilitate communication between providers and to foster integration of services, integrate COST into Administrative Team meetings and meetings with the Principal, build collaboration with other site-based Elev8Oakland service managers, coordinate and implement with the Family Advocate the WOMS Elev8 family support program, lead the orientation and supervision of Extended Day AmeriCorps providers, and facilitate integration of school-based health center services with other Elev8 core components at WOMS, for the period September 15, 2014 through June 30, 2015, in an amount not to exceed $30,944.00.

Resource Code - 0002-204; 0000-204

Funding Source: LCFF Supplemental; General Purpose

Attachments: 15-0506 Professional Services Contract - Safe Passages - West Oakland Middle School

15-0508 **Professional Services Contract - California Youth Outreach - Roots International Academy**

Approval by the Board of Education of a Professional Services Contract between the District and California Youth Outreach, Oakland, CA, for the latter to provide the following services: serve as a partner on the Coordination of Services Team (COST) team to provide mentorship and case management for students who are chronically absent and for students who show at-risk behavior for truancy and dropping out; participate in COST to assist in aligning services with student needs; support school culture development by working in partnership with staff and families to support the school mission and vision; and provide two part time student support specialist to work with 20 students per week, for the period March 20, 2015 through June 10, 2015, in an amount not to exceed $22,000.00.

Resource Code - 3180-226

Funding Source: School Improvement Grant

Attachments: 15-0508 Professional Services Contract - California Youth Outreach - Roots International Academy

Chief Academic Officer

14-2367 **Grant Award - California Department of Education - Programs for Exceptional Children**

Acceptance by the Board of Education of Grant Award of $311,460 in WorkAbility 1 Special Grant Funds from the California Department of Education providing resources and personnel support to integrate work-readiness skills in the curriculum, conduct career/vocational assessments, offer pre-vocational training workshops and develop employment opportunities for students enrolled in Programs for Exceptional Children, for the period July 1, 2014 through June 30, 2015, pursuant to terms and conditions thereof.

Funding Source: Special Education

Attachments: 14-2367 Grant Award - California Department of Education - Programs for Exceptional Children

15-0080 **Professional Services Contract - Josh Egel - Behavioral Health Initiatives - Community School and Student Services**

Ratification by the Board of Education of a Professional Services Contract between District and Josh Egel, Oakland, CA, for the latter to provide expertise in social media networks and create press related events; train adults and students working at the school sites in responsible media usage; train and support Restorative Justice youth leaders and support the school sites in creating a safe, healthy and supportive school environment; serve as principal photographer for the District's Restorative Justice initiative via the Community Schools and Student Services Department, for the period of November 1, 2014 through June 30, 2015, in an amount not to exceed $10,500.00.

Resource Code - 9121-922

Funding Source: Peer Restorative Justice

Attachments: 15-0080 Professional Services Contract - Josh Egel - Behavioral Health Initiatives - Community School and Student Services

15-0253 **Amendment No. 1 - Individual Service Agreement - Master Memorandum of Understanding - Bay Area Community Resources - Ralph J. Bunche High School**

Approval by the Board of Education of Amendment No. 1 of the Individual Service Agreement to the Master Memorandum of Understanding between the District and Bay Area Community Resources, San Rafael, CA, for the latter to provide additional services to enhance the current comprehensive after school program that serves approximately 75 students daily, increasing program services for Menu of Service Option C: Lead Agency Unit for Small High School for all students and families at Ralph J. Bunche High School, for the period of July 1, 2014 through August 21, 2015, in the additional amount of $16,884.00, increasing the ISA not to exceed amount from $130,289.00 to $147,173.00. All terms and conditions of the ISA/MMOU remain in full force and effect.

Resource Code - 4124-309

Funding Source: 21st Century High School After School Safety and Enrichment for Teens (ASSETs) Grant

Attachments: 15-0253 Amendment No. 1 - Individual Service Agreement - Master Memorandum of Understanding - Bay Area Community Resources - Ralph J. Bunche High School

15-0254 **Amendment No. 1 - Individual Service Agreement - Master Memorandum of Understanding - Bay Area Community Resources - Rudsdale Continuation High School**

Approval by the Board of Education of Amendment No. 1 of the Individual Service Agreement to the Master Memorandum of Understanding between the District and the Bay Area Community Resources, San Rafael, CA, for the latter to provide additional services to enhance the current comprehensive after school program that serves approximately 75 students daily, increasing program services for Menu of Service Option C: Lead Agency Unit for Small High School for all students and families at Rudsdale Continuation High School, for the period of July 1, 2014 through August 21, 2015, in the additional amount of $8,460.00, increasing the ISA not to exceed amount from $169,071.00 to $177,531.00. All terms and conditions of the ISA/MMOU remain in full force and effect.

Resource Code - 4124-352

Funding Source: 21st Century High School After School Safety and Enrichment for Teens (ASSETs) Grant

Attachments: 15-0254 Amendment No. 1 - Individual Service Agreement - Master Memorandum of Understanding - Bay Area Community Resources - Rudsdale Continuation High School

15-0291 **Contract - Mills College, School of Education - Social Emotional Learning and Leadership Office - Community Schools and Student Services Department**

Approval by the Board of Education of a Contract between the District and Mills College, Oakland, CA, via its School of Education, for the latter to develop a Social Emotional Learning (SEL) professional learning community of teacher leaders to build instructional leadership capacity in the area of SEL, as described in the Scope of Work, incorporated herein by reference as though fully set forth, for the period of January 12, 2015 through December 31, 2015, in an amount not to exceed $23,355.00.

Resource Code - 9017-922

Funding Source: Bechtel Foundation Grant

Attachments: 15-0291 Contract - Mills College, School of Education - Social Emotional Learning and Leadership Office - Community Schools and Student Services Department

15-0306 **Amendment No. 1 - Individual Service Agreement - Master Memorandum of Understanding - Roosevelt Middle School**

Approval by the Board of Education of Amendment No. 1 of the Individual Service Agreement to the Master Memorandum of Understanding between District and East Bay Asian Youth Center, Oakland, CA, for the latter to provide supplemental service for Saturday School programming and Menu of Service Option F for additional services to approximately 50 students during the months of February through June 2015, provided on 12 Saturday's structured into three 4-week workshops, for the period of July 1, 2014 through June 30, 2015, in the additional amount of $12,798.00, increasing the ISA not to exceed amount from $380,949.00 to $393,747.00. All other terms and conditions of the ISA/MMOU remain in full force and effect.

Resource Code - 4124-922, 4124-212

Funding Source: 21st Century Community Learning Centers (21st CCLC) Grant

Attachments: 15-0306 Amendment No. 1 - Individual Service Agreement - Master Memorandum of Understanding - Roosevelt Middle School

15-0307 **Amendment No. 1 - Individual Service Agreement - Master Memorandum of Understanding - East Bay Asian Youth Center - Dewey Academy**

Approval by the Board of Education of Amendment No. 1 to the Individual Service Agreement of the Master Memorandum of Understanding (MMOU) between the District and the East Bay Asian Youth Center, Oakland, CA, for the latter to reduce case management services in order for Dewey Academy to establish extended day contracts to support the after school program for the period of July 1, 2014 through June 30, 2015, in the lesser amount of $10,000.00, decreasing the not to exceed amount of ISA from $172,956.00 to $162,956.00. All other terms and conditions of the ISA/MMOU remain in full force and effect.

Resource Code - 4124-310

Funding Source: 21st Century High School After School Safety and Enrichment for Teens (ASSETs) Grant

Attachments: 15-0307 Amendment No. 1 - Individual Service Agreement - Master Memorandum of Understanding - East Bay Asian Youth Center - Dewey Academy

15-0308 **Amendment No. 1 - Professional Services Contract - Board of Trustees of the Leland Stanford Junior University - Full Service Community Schools Initiative - Community Schools and Student Services Department**

Approval by the Board of Education of Amendment No. 1 to the Professional Services Contract between the District and the Board of Trustees of the Leland Stanford Junior University, Palo Alto, CA, for the latter to conduct Phase II - A Study of Early Outcomes and Implementation of Full Service Community Schools in the Oakland Unified School District, as described in the revised Scope of Work, incorporated herein by reference as though fully set forth, in the additional amount of $56,000.00, increasing the Contract not to exceed amount from $75,000.00 - $131,000.00. All other terms and conditions of the Contract remain in full force and effect.

Resource Code - 9225-922, 5848-922

Funding Source: Kaiser Health and Wellness and Full Service Community Schools Grant

Attachments: 15-0308 Amendment No. 1 - Professional Services Contract - Board of Trustees of the Leland Stanford Junior University - Full Service Community Schools Initiative - Community Schools and Student Services Department

15-0351 **Amendment No. 1 - Professional Services Contract - Be A Mentor, Inc. - Student, Family, and Community Engagement Unit - Community, Schools, and Student Services Department**

Ratification by the Board of Education of Amendment No. 1 to the Professional Services Contract between the District and Be A Mentor, Inc., Hayward, CA, for the latter to extend its services, as described in the amended Scope of Work, incorporated herein by reference as though fully set forth, to providing a customized Volunteer Management System that will support and manage recruitment of volunteers, background screening of volunteer applicants, maintenance of central database of all registered volunteers, electronic distribution of registered volunteers to school site placement opportunities, tracking of volunteer hours served at school sites and activities between volunteer and students, and provide one dedicated staff person for the operational support of volunteers and mentors in the additional amount of $16,000.00, increasing the Contract not to exceed amount from $17,000.00 to $33,000.00 and extending the Contract period of September 1, 2014 through February 28, 2015 to June 30, 2015. All other terms and conditions of the Contract remain in full force and effect.

Resource Code - 0000-922

Funding Source: Unrestricted Funding

Attachments: 15-0351 Amendment No. 1 - Professional Services Contract - Be A Mentor, Inc. - Student, Family, and Community Engagement Unit - Community, Schools, and Student Services Department

15-0380 **Grant Award Acceptance - East Bay Community Foundation - After School Literacy Learning Community Initiative - After School Programs - Community, Schools, and Student Services Department**

Acceptance by the Board of Education of East Bay Community Foundation Grant to the District for the After School Literacy Learning Community Initiative at fifteen elementary schools in the amount of $20,000.00, for the period of October 20, 2014 through June 30, 2015, pursuant to the terms and conditions thereof, if any.

Funding Source: East Bay Community Foundation Grant

Attachments: 15-0380 Grant Award Acceptance - East Bay Community Foundation - After School Literacy Learning Community Initiative - After School Programs - Community, Schools, and Student Services Department

15-0382 **Grant Award Acceptance - S.D. Bechtel, Jr., Stephen Bechtel Fund - After School Character Building and Math - Community, Schools, and Student Services Department**

Approval by the Board of Education of Grant Agreement between District and S.D. Bechtel, Jr. Foundation, Stephen Bechtel Fund, subject to form and content approval by General Counsel, accepting $170,175.00, for the After School Character Building and Math Professional Learning Communities at OUSD After School Programs, for the period of October 15, 2014 through September 30, 2015, pursuant to the terms and conditions thereof, if any.

Funding Source: S.D. Bechtel Jr. Foundation Fund

Attachments: 15-0382 Grant Award Acceptance - S.D.Bechtel, Jr., Stephen Bechtel Fund - After School Character Building and Math - Community, Schools, and Student Services Department

15-0384 **Amendment No. 1 - Individual Service Agreement - Master Memorandum of Understanding - Bay Area Community Resources - After School Program - Horace Mann Elementary School**

Approval by the Board of Education of Amendment No. 1 of the Individual Service Agreement to the Master Memorandum of Understanding between District and the Bay Area Community Resources, San Rafael, CA, for the latter to provide additional services to enhance the current comprehensive After School Program that serves approximately 93 students daily, increasing program services by Adding Menu of Service Option K - Health and Wellness for all students and families at Horace Mann Elementary School, for the period of July 1, 2014 through August 21, 2015, in the additional amount of $18,700.00, increasing the ISA not to exceed amount from $93,855.00 to $112,555.00. All other terms and conditions of the ISA/MMOU remain in full force and effect.

Resource Code - 0000-136, 0002-136

Funding Source: Unrestricted Funding

Attachments: 15-0384 Amendment No. 1 - Individual Service Agreement - Master Memorandum of Understanding - Bay Area Community Resources - After School Program - Horace Mann Elementary School

15-0394 **Professional Services Contract - Playworks - New Highland Academy**

Approval by the Board of Education of a Professional Services Contract between the District and Playworks, Oakland, CA, for the latter to provide one full-time program coordinator Monday through Friday to carry out the four Playworks components to include Recess, Class Game Time, Junior Coach Program, and Out of School-before and after school recess at New Highland Academy, for the period of August 25, 2014 through June 11, 2015, in an amount not to exceed $30,000.00.

Resource Code - 9234-125

Funding Source: Cowell - Ins. Impr.

Attachments: 15-0394 Professional Services Contract - Playworks - New Highland Academy

15-0401 **Amendment No. 2 - Master Agreement - District - Alameda County - Health and Wellness for District Pupils**

Approval by the Board of Education of Amendment No. 2 of the Master Agreement between District and the County of Alameda, Health Care Services of the Agency, San Leandro, CA, for the latter to expedite enrollment and re-enrollment of eligible students into public benefit programs, including CalFresh, Medi-Cal, and Covered California sponsored insurance programs; OUSD will share directory data and the Social Services Agency's will share eligibility data to provide more accessible, responsive, and effective services, for the period of October 1, 2010 through September 20, 2015, at no cost to the District.

Funding Source: No Fiscal Impact

Attachments: 15-0401 Amendment No. 2 - Master Agreement - District - Alameda County - Health and Wellness for District Pupils

15-0406 **Amendment No. 1 - Professional Services Contract - East Bay Agency for Children - Health and Wellness Unit - Community Schools and Student Services Department**

Approval by the Board of Education of Amendment No. 1 to the Professional Services Contract between the District and East Bay Agency for Children, Oakland, CA, for the latter to provide coordination of the daily operations and ongoing development of the Central Family Resource Center (CFRC) supports and services, including oversight of the Health Insurance Enrollment Initiative and Family Health Advocate Program and provision of outreach materials and linkages of services to families as needed for the period of July 1, 2014 through June 30, 2015, in the additional amount of $17,126.00, increasing the Contract not to exceed amount from $65,165.00 to $82,291.00. All other terms and conditions of the Contract remain in full force and effect.

Resource Code - 9248-922

Funding Source: CFRC Health Ins. Enrollment

Attachments: 15-0406 Amendment No. 1 - Professional Services Contract - East Bay Agency for Children - Health and Wellness Unit - Community Schools and Student Services Department

15-0415 **Professional Services Contract - San Francisco Bay Area Council, Learning for Life - Fruitvale Elementary School**

Approval by the Board of Education of a Professional Services Contract between the District and San Francisco Bay Area Council/Learning for Life, San Leandro, for the latter to provide three additional staff members to support all students during the lunch period for teaching, supporting, reinforcing, school core values; Learning for Life staff members will support play time on playground by leading and supervising games and activities at Fruitvale Elementary School, for the period of January 9, 2015 through June 11, 2015, in an amount not to exceed $20,000.00.

Resource Code - 0002-117

Funding Source: Unrestricted - Instructional Supplemental

Attachments: 15-0415 Professional Services Contract - San Francisco Bay Area Council, Learning for Life - Fruitvale Elementary School

15-0438 **Memorandum of Agreement - Step to STEM, Inc. - Community Partnerships Unit - Community Schools and Student Services Department**

Approval by the Board of Education of a Memorandum of Agreement for a Non-Profit Organizational between District and Step to STEM, Inc., Oakland, CA, for the latter as a community partner, to provide science programming to identified schools, for the period of December 1, 2014 through June 30, 2015, at no cost to the District.

Funding Source: No Fiscal Impact

Attachments: 15-0438 Memorandum of Agreement - Step to STEM, Inc. - Community Partnerships Unit - Community Schools and Student Services Department

15-0458 **Community Based Organization - Master Contract - Alameda County Behavioral Health Care Services - Programs for Exceptional Children**

Approval by the Board of Education of a Community Based Organization Master Contract between District and County of Alameda via its Behavioral Health Care Services Agency, Oakland, CA, for the latter to provide Counseling Enriched Special Day Class (CESDC) and Educationally Related Mental Health Service (ERMHS) Initial Assessments services for pupils in the District's Programs for Exceptional Children, as described in the Scope of Work, incorporated herein by reference as though fully set forth, for the period July 1, 2014 through June 30, 2015, in an amount not to exceed $772,429.00.

Resource Code - 6512-975

Funding Source: Special Education

Attachments: 15-0458 Community Based Organization - Master Contract - Alameda County Behavioral Health Care Services - Programs for Exceptional Children

General Counsel

☒ 15-0302 **Amendment Board Policy - Students - BP 5145.7 Sexual Harassment**

Approval by Board of Education of Amendment of Board Policy BP 5145.7 Sexual Harassment.

Attachments: 15-0302 Board Policy Amendment - Students - BP 5145.7 Sexual Harassment

☒ 15-0352 **Amendment to Board Policy – Students – BP 5141.4 Child Abuse Prevention and Reporting**

Approval by Board of Education of Amendment of Board Policy BP 5141.4 Child Abuse Prevention and Reporting.

Attachments: 15-0352 Amendment to Board Policy – Students – BP 5141.4 Child Abuse Prevention and Reporting

☒ 15-0457 **Agreement - Diversified Systems - KDOL TV Station**

Ratification by the Board of Education of the Agreement between District and Diversified Systems, for the latter to procure and install audio and video equipment as a "turnkey" operation, in the Committee Room across from KDOL Studio, at a cost not to exceed $73,113.00.

Funding Source: PEG Funds (Public, Education and Government Funds)

Attachments: 15-0457 Agreement - Diversified Systems - KDOL

☒ 15-0583 **Agreement - Vavrinek, Trine, Day & Co., LLP - Financial Services**

Approval by the Board of Education of Agreement between District and Vavrinek, Trine, Day & Co., LLP, Certified Public Accounts, for the latter to conduct the annual audits of the District for the Fiscal Years ending June 30, 2013, 2014, 2015, 2016 at a cost of $177,000 per fiscal year.
..Body

Resource Code - 0000-981

Funding Source: General Purpose

Attachments: 15-0583 Agreement - Vavrinek, Trine, Day & Co., LLP - Financial Services

Board of Education

☒ 15-0526 **Minutes - Board of Education - Regular Meeting - March 11, 2015**

Ratification by the Board of Education of Its Regular Meeting Minutes of March 11, 2015 prepared by Staff shortly after said Meeting.

Attachments: 15-0526 Minutes - Board of Education - Regular Meeting - March 11, 2015

☒ 15-0528 **Minutes - Board of Education - Special Meeting - March 4, 2015**

Ratification by the Board of Education of Its Special Meeting Minutes of March 4, 2015 prepared by Staff shortly after said Meeting.

Attachments: 15-0528 Minutes - Board of Education - Special Meeting - March 4, 2015

☒ 15-0579 **Minutes - Board of Education - Special Meeting - March 13, 2015**

Ratification by the Board of Education of Its Special Meeting Minutes of March 13, 2015 prepared by Staff shortly after said Meeting.

Attachments: 15-0579 Minutes - Board of Education - Special Meeting - March 13, 2015

☒ 15-0590 **Cancellaltion - Regular Board Meeting - April 8, 2015**

Approval by the Board of Education of the cancellation of its Regular Meeting of April 8, 2015 due to Spring Break.

☒ 15-0612 **Supporting Common Core State Standards**

Approval by the Board of Education of Resolution No. 1415-1104 - Supporting Common Core State Standards.

Attachments: 15-0612 Supporting Common Core State Standards

☒ 15-0611 **Professional Services Contract - Center for Reform of School Systems, Inc. - Office of the Board of Education**

Ratification by the Board of Education of a Professional Services Contract between District and Center for Reform of School Systems, Inc., for the latter to provide a one-day training session to the Board of Education and the Superintendent of Schools on "What School Boards Can Do - Reform Governance for Urban Schools," as described in the Scope of Work, incorporated herein by reference as though fully set forth, for the period of March 13, 2015 through March 13, 2015, in an amount not to exceed $5,808.00.

Funding Source: General Purpose Funds

Attachments: 15-0611 Professional Services Contract - Center for Reform of School Systems, Inc. - Office of the Board of Education

S. Adoption of the Pupil Discipline Consent Report

Adoption of the Pupil Discipline Consent Report by the Board is the final Public Session decision, required by state law, on an individual pupil case from Closed Session, based on consideration of report and recommendations from the Pupil Discipline Hearing Panel, to either suspend, expel, grant a suspended expulsion, revoke a suspended expulsion order, reinstate, readmit, admit a pupil or not to do any of the preceding regarding a pupil. An individual pupil case specifics, other than as disclosed on printed agenda, is non-discloseable pursuant to federal law.

15-0584 **Expulsion Appeal - Student U**

Expulsion Appeal Hearing - Student U.

T. Regular Board Members' Report

This is an oral report, consistent with Brown Act requirements, to the Public by an Elected Board member of any information that he/she wishes to share regarding past, present or future personal or official activities.

15-0529 **Board Member's Report - March 25, 2015**

Presentation of the Regular Board Members Report - March 25, 2015.

U. Introduction of New Legislative Matter(s)

This section of the Agenda permits the introduction of new business matter within subject matter jurisdiction of District that may be scheduled, pursuant to requirements of Board By-Law 9322, for a future meeting.

V. Public Comments on All Non-Agenda Items Within the Subject Matter Jurisdiction of the District (30 Minutes)(Continued)

This section of the Agenda provides an opportunity for a member of the Public not heard under Agenda Item K, for three minutes per person, or less, depending on the number of Speakers remaining, to directly address the Board, on any Item of interest to a member of the Public that is not on the current Agenda, but is within the subject matter jurisdiction of the Board, subject to terms and conditions stated herein. Minutes are not transferable from Speaker to Speaker. A Speaker may be heard under this Item - V - only if s/he timely submitted a Sign In to Speak Card by the time Item J is considered, the 30 minutes under Item K was exhausted before being called to speak and the 30 minutes of this section has not been exhausted. A Sign In To Speak Card called during Agenda Item K but not responded to by the requester is not repeated and a new Sign In To Speak Card is not accepted under this - V - Item. Not more than 30 minutes shall be allocated for the purpose of this item. Likewise, as under Item K, the Board may not discuss or take any action on a non-agenda item not appearing on the posted agenda for this meeting, except the Board or staff, as permitted by law, may briefly respond to a statement made or questions posed by a member of the public. In addition, on his or her own initiative or in response to questions posed by the public, a member of the Board or its staff may ask a question for clarification, make a brief announcement, or make a brief report of personal activities.

15-0521 **Public Comments on All Non-Agenda Items Within the Subject Matter Jurisdiction of the District - Up to 30 Minutes - March 25, 2015**

Public Comments on All Non-Agenda Items Within the Subject Matter Jurisdiction of the District - Up to 30 Minutes - March 25, 2015.

W. Adjournment

OUSD and CORE waiver

Extending the Waiver into the next three school years

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

CORE DISTRICTS

In 2002, the No Child Left Behind Act (NCLB) was signed into law by President George Bush.

13 years later, NCLB is not working. Only *one* alternative is available for our district…

- **NCLB**
- Judges the success of a school based solely on a single test score.
- Mandatorily redistributes Title I funds.
- Mandates all students be proficient by an arbitrary deadline, thus significantly increasing the number of "failing" schools in OUSD.

- **The CORE NCLB Waiver**
- Our choice is simple: the CORE Waiver or go back to NCLB.

Myth: OUSD loses authority under the CORE Waiver

In fact, under NCLB the State Board of Education writes the rules and OUSD has to do whatever the state says.

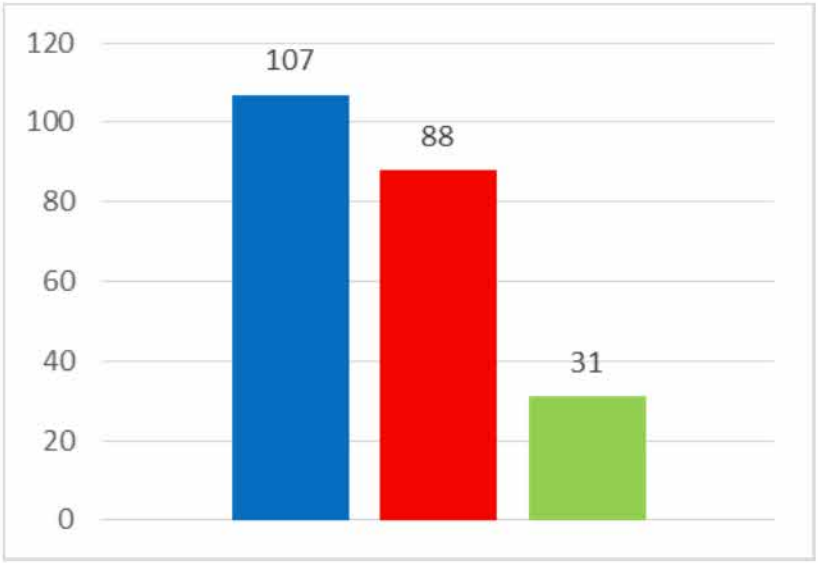
And…OUSD has no representation on the State Board of Education.

Yet under the CORE waiver, the CORE Board (comprised of Superintendents from CORE Districts) writes the rules.

As a member of the CORE Board, OUSD represents 10% of the CORE vote

Reality: OUSD gains authority in the CORE Waiver

School Identification in the CORE Waiver's School Quality Improvement System



OUSD District-wide Program Improvement

	PI	Reward
Elementary	51	0
Middle	15	0
High	22	0

Instead of sanctioning, the waiver provides support by relying on teachers to improve the system rather than an outside consultants.

OUSD: 107 Title I schools

NCLB: 88 schools are identified as Program Improvement (PI) under NCLB

CORE Waiver: Only 31 schools are identified for intervention

OUSD Intervention & Reward Schools under the CORE Waiver

	Focus	Priority	Other Support	Reward
Elementary	3	1	10	1
Middle	2	5	2	0
High	2	3	2	0

Accountability Comparison: CORE Waiver is more holistic and better aligned with OUSD's goals

NCLB	OUSD	CORE Waiver
API	State Assessments: Performance	State Assessments: Growth
STAR Testing	Completion of A-G Requirements	State Assessments: Performance
	Participation in AP Courses	
	Passing Rate on CAHSEE	
		Persistence Rate
	On Time Graduation Rate	Chronic Absenteeism
		Graduation Rate
	Social Emotional Learning	Suspension and Expulsion
		Social Emotional Learning
	African American Male Achievement	School Climate Surveys
	English Language Proficiency	English Learner Redesignation
	Disproportionality of Special Education Identification	Disproportionality of Special Education Identification

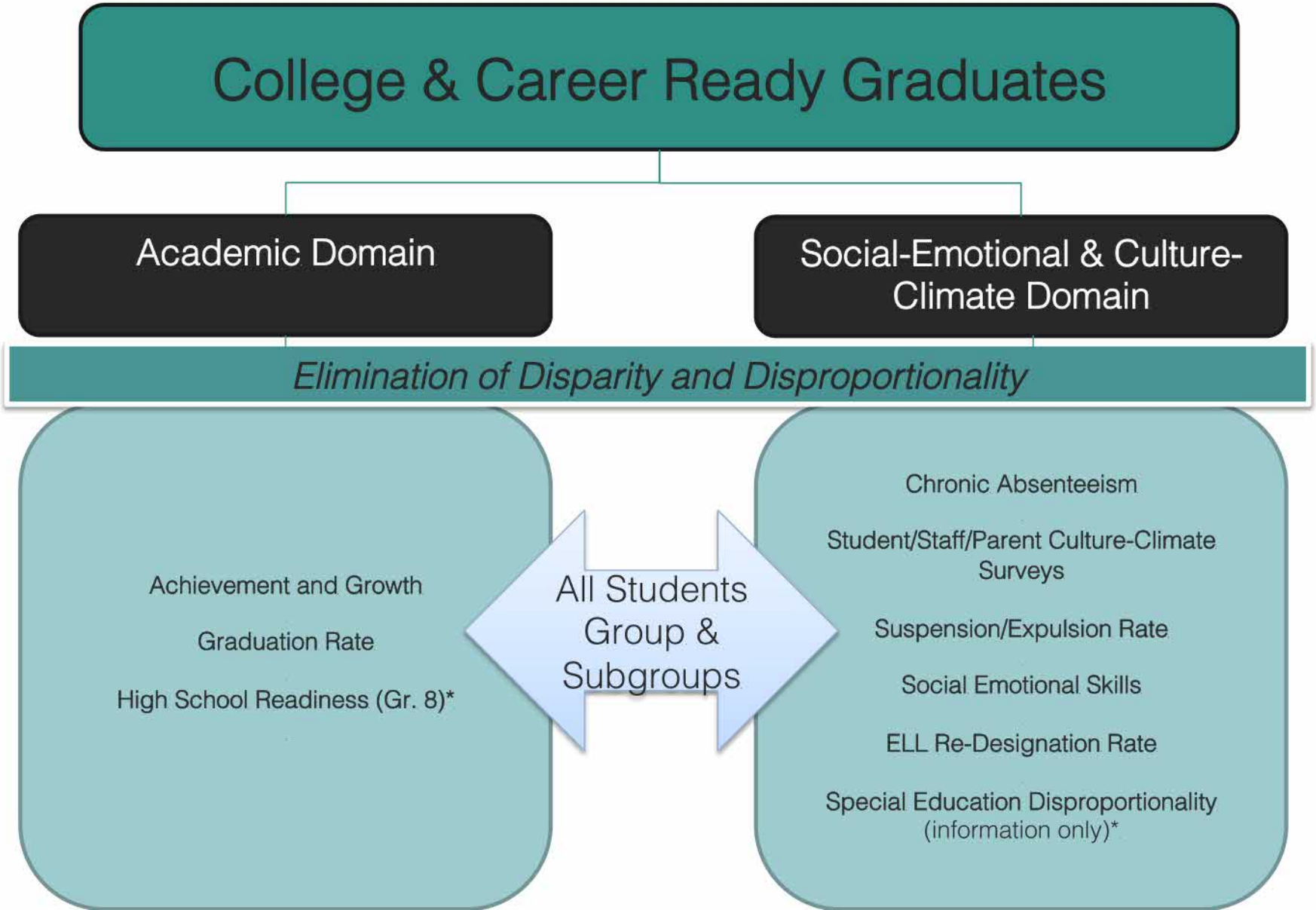
The Waiver Has Three Principles

- ✓ **Principle 1: Our participation in the CORE Collaborative has supported implementation of the Common Core State Standards .**

- ✓ **Principle 2: Instead of NCLB's "punishments," schools involved in interventions have engaged in peer support and improvement efforts.**

- ✓ **Principle 3: Our participation in the CORE Collaborative has supported implementation of strategies to support our teachers and school leaders.**

The CORE districts have collaborated to develop a whole school/whole child approach to school accountability – with the first set of results released in Summer/Fall 2015 (Principle 2 of the Waiver)



Santa Ana Unified School District

Engage 360° will provide students with a safe environment that is a true extension of the academic school day. Students will engage in meaningful academic support, varied enrichment, nutrition and physical activities that will accelerate student outcomes linked to LCAP goals.

SAUSD EMPLOYEES HONOR BREAST CANCER AWARENESS MONTH

Dressed in pink, employees at the Central Office of the Santa Ana Unified School District acknowledge Breast Cancer Awareness Month.

ALL SAUSD STUDENTS ARE INVITED TO PARTICIPATE IN THE WATER INNOVATION DESIGN COMPETITION!

SAUSD wants to incorporate innovative water conservation features into the design of our new SAUSD Sports Complex, and we want the students to design it! Submit entries by November 14th to the Facilities Department. Click here to learn more.

REQUEST FOR PUBLIC COMMENT ON CORE WAIVER AMENDMENTS

To learn more about CORE and to watch an informational video about the CORE Waiver, click the headline for more information. You can also submit your public comments.

AB 86 PARENT SURVEY

As part of the AB 86 consortium, we would like to survey parents on their need for ESL/Citizenship, CTE, and Adult Transition classes. We encourage all parents to take the survey to enable us to better determine educational needs in our community.

California Office to Reform Education (CORE) Overview

Board of Education Meeting
January 27, 2015

Michelle Rodriguez, Ed.D.
Assistant Superintendent, Teaching and Learning

CORE DISTRICTS ARE OUR KEY COLLABORATION PARTNERS

10 CORE Districts:

Like minded Districts focused on:

- College and Career Ready Standards
- Continuous Improvement of Schools
- Teacher and Administrator Support

No Child Left Behind (NCLB) Waiver:

- Own Accountability System Focused on Whole Child
- Increased Collaboration
- Flexible Use of Funding

Accountability System Aligned with Our Values and Goals

Accountability System for College & Career Ready Graduates

Academic Progress

Social-Emotional & Culture-Climate

FLEXIBLE USE OF FUNDING TO SUPPORT KEY PRIORITIES

This past summer, we provided enrichment learning opportunities created by 162 K-12 teachers for 4,000 students at 30 schools. This year, we plan to double it.

FLEXIBLE USE OF FUNDING TO SUPPORT KEY PRIORITIES

Additional Supports for Our Students

Bridge Programs:
5th to 6th Grade
8th to 9th Grade

CSI Program: SAUSD
Police Department Supporting
At-risk 8th Graders

Increased Access
to the Arts

COLLABORATION WITH OUR TEACHERS AND ADMINISTRATORS

Discussions on Teacher Evaluations:

- Development of a Task Force
  - Human Resources
  - SAEA
- Working Alongside Our Teachers
- Creating Timelines that Work for SAUSD
- Pilot New System at Valley High School

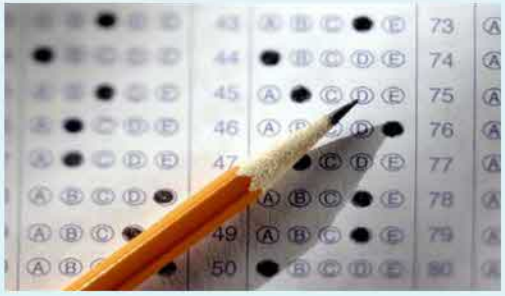
Realignment of Principal Evaluation to include LCAP Goals:

- Higher Student Achievement
- Increase in Parent Engagement
- Improved School Climate

Approval of NCLB Waiver

SAUSD maintains authority to vote and provide input on our accountability system

Continual accountability on both the academic and social emotional needs of students



Flexibility of funding to support key priorities such as summer enrichment

Thank You

STUDENT EXTENDED LEARNING

	2012-2013	2013-2014	2014-15
After School Tutoring	2,700	2,100	2,100
Enrichment	0	4,000	8,000
Totals	2,700	6,100	10,100

STUDENT EXTENDED LEARNING

	2012-2013	2013-2014	2014-15
After School Tutoring	2,700	2,100	2,100
Enrichment	0	4,000	8,000
Totals	2,700	6,100	10,100
Total Cost	**$3,800,000**	**$2,000,000**	**$3,000,000**

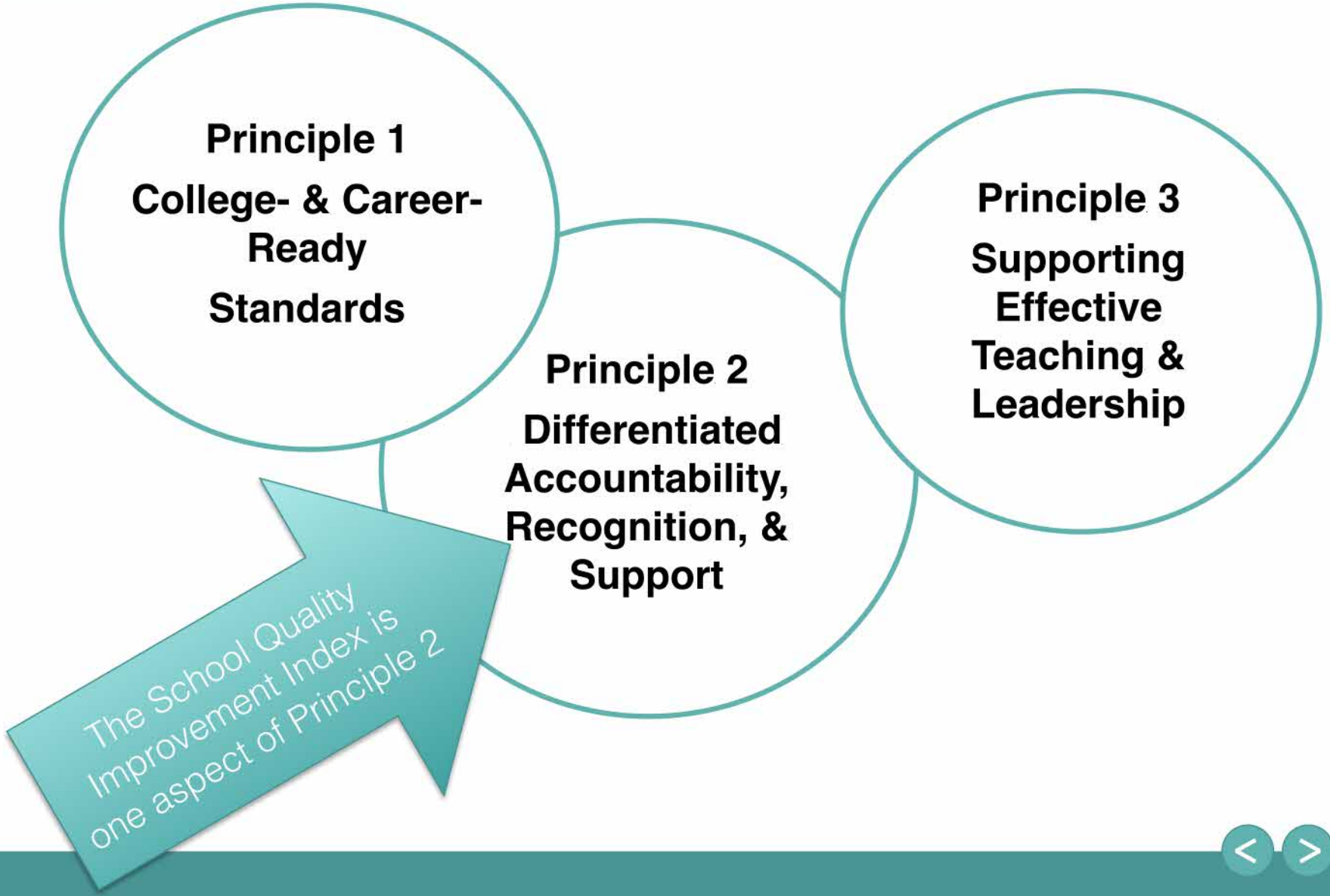
The School Quality Improvement Index

K-12 Principals Meeting
November 21, 2014

Today's Objectives

- (Re-)introduced to the School Quality Improvement System
- Learn how the Index plays into school designations, interventions and supports
- Approach for translating metric performance into Index points
- Participants will be provided information as to how to review and provide input on other metrics and/or the weight of metrics in the Social-Emotional/Culture-Climate Domain.

School Quality Improvement System Commitments – the "How" of our work



College & Career Ready Graduates

Academic Domain

Social-Emotional & Culture-Climate Domain

Elimination of Disparity and Disproportionality

Achievement and Growth

Graduation Rate

High School Readiness Rate (Gr. 8)*

All Students Group & Subgroups

Chronic Absenteeism

Student/Staff/Parent Culture-Climate Surveys

Suspension/Expulsion Rate

Social Emotional Skills

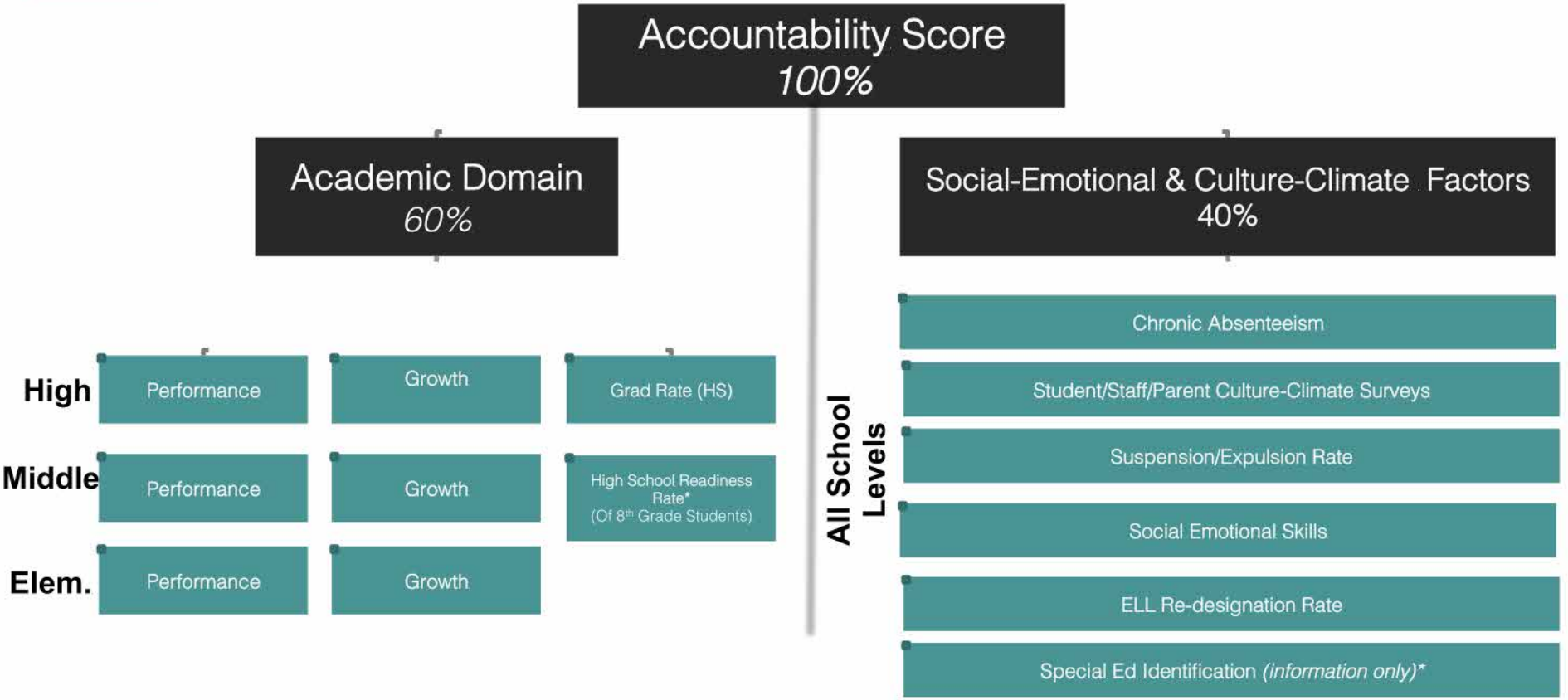
ELL Re-Designation Rate

Special Education Disproportionality (information only)*

*Denotes items that will require an approved amendment to the CORE Waiver by the US Department of Education

Weights for the Index

The Academic Domain will be weighted 60% and the Social-Emotional/ Culture Climate Factors Domain will be weighted 40% (2015-16 Index)



*Denotes items that will require an approved amendment to CORE Waiver by the US Department of Education.

Differentiated Accountability with a Whole Child/Whole School Approach

The School Quality Improvement Index - The Index will evolve over time with the full Index in effect starting in 2015-16

Accountability Score
100%

Academic Domain
60%

High	Performance	Growth	Grad Rate (HS)
Middle	Performance	Growth	High School Readiness Rate* (Of 8th Grade Students)
Elem.	Performance	Growth	

Social-Emotional & Culture-Climate Factors
40%

All School Levels

- Chronic Absenteeism
- Student/Staff/Parent Culture-Climate Surveys
- Suspension/Expulsion Rate
- Social Emotional Skills
- ELL Re-designation Rate
- Special Ed Identification *(information only)**

Part of Index in Fall 2014 and beyond

Part of Index starting in Fall 2015, baseline data released in Fall 2014

Part of Index starting in 2015-16*, Pilot data collected in 2013-14, Field Test in 2014-15

Part of the Index in 2015-16

*Denotes items that will require an approved amendment to CORE Waiver by the US Department of Education.

For most metrics, subgroup performance will be equally weighted alongside performance of the all students group.

Making all students visible

Metric Performance

All Students Group

Subgroups (n>20)

- Racial/Ethnic Subgroups (based upon the lowest performing race/ethnicity)
- Students with Disabilities
- English Learners
- Socioeconomically Disadvantaged Students

Pause, reflect and discuss

- What resonated or stood out to you?
- What questions do you have?
- In what ways will this approach help you learn more about strengths and challenge areas?

Part 2: Approach for translating metric performance into Index points

Steps in CORE Accountability Data Analysis Process

Step 1: Compute Index Metrics

- "All students" and subgroup results
- Elementary (k-5 or k-6 for schools end in grade 6), middle (6-8 for schools with a grade 7 or higher), and high (9-12) computed separately

Step 2: Translate Metric Performance into Index points

- Each metric is scored on a scale from 1 to 10
- Metric weights applied to the performance levels to determine points earned.
- Index points are aggregated to a 100 point score
- SPAN results combined to get a single score for their schools
- Schools ranked within API type

Step 3: Apply Exit Criteria

- (Adjustments TBD after getting SBAC data back per our commitment in the Waiver)

Step 4: Apply Designation Criteria

- Index performance
- Other criteria to meet federal requirements

*Methods described will require an approved amendment to CORE Waiver by the US Department of Education

Step 2. Translating Performance into Index Points

Index Levels – Each metric will be analyzed against 10 levels of performance

Example/Info Only/Not for Accountability

Performance Thresholds for the Summer 2014 Index

	Level 1		Level 2		Level 3		Level 4		Level 5		Level 6		Level 7		Level 8		Level 9		Level 10	
Metric	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High
ES Math	0	43	44	47	48	51	52	55	56	59	60	63	64	67	68	70	71	74	75	100
ES ELA	0	32	33	36	37	39	40	43	44	46	47	51	52	55	56	60	61	64	65	100
MS Math	0	29	30	35	36	40	41	46	47	51	52	55	56	60	61	64	65	68	69	100
MS ELA	0	30	31	33	34	37	38	40	41	43	44	48	49	53	54	58	59	63	64	100
HS Math	0	25	26	30	31	35	36	39	40	44	45	50	51	55	56	61	62	66	67	100
HS ELA	0	24	25	29	30	33	34	38	39	42	43	49	50	55	56	62	63	68	69	100
HS 4yr Grad	0	59	60	64	65	70	71	75	76	80	81	84	85	87	88	91	92	94	95	100

*Methods described will require an approved amendment to CORE Waiver by the US Department of Education

Step 2. Translating Performance into Index Points

Index Points – Index points are earned based upon the Index level and the weight

Example/Info Only/Not for Accountability

					ALL STUDENTS				RACE/ETHNICITY					STU W/ DISABILITIES				SOC/DISADV				ENGLISH LEARNERS			
School Name	District Name	School Level	Metric	SY13 Index Tot	SY13 Result	Index Level	Weight	Index Points	Lowest Perf. Grou	SY13 Result	Index Level	Weight	Index Points	SY13 Result	Index Level	Weight	Index Points	SY13 Result	Index Level	Weight	Index Points	SY13 Result	Index Level	Weight	Index Points
Sample Elementary	Sample Unified	ES	ES ELA	25.00	49	6	25.00%	15.00	aa	36	2	6.25%	1.25	36	2	6.25%	1.25	49	6	6.25%	3.75	49	6	6.25%	3.75
Sample Elementary	Sample Unified	ES	ES Math	38.75	72	9	25.00%	22.50	aa	43	1	6.25%	0.63	61	6	6.25%	3.75	72	9	6.25%	5.63	77	10	6.25%	6.25
Sample Elementary	Sample Unified	ES	Overall Index Totals	63.75																					

Index Points = Index Level x Weight x 10

*Methods described will require an approved amendment to CORE Waiver by the US Department of Education

Step 2. Translating Performance into Index Points

Index Totals – Index points are combined to reach an index total for each metric and for the school overall

Example/Info Only/Not for Accountability

					ALL STUDENTS				RACE/ETHNICITY					STU W/ DISABILITIES				SOC/DISADV				ENGLISH LEARNERS			
School Name	District Name	School Level	Metric	SY13 Index Tot	SY13 Result	Index Level	Weight	Index Points	Lowest Perf. Grou	SY13 Result	Index Level	Weight	Index Points	SY13 Result	Index Level	Weight	Index Points	SY13 Result	Index Level	Weight	Index Points	SY13 Result	Index Level	Weight	Index Points
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Sample Elementary	Sample Unified	ES	ES Math	38.75	72	9	25.00%	22.50	aa	43	1	6.25%	0.63	61	6	6.25%	3.75	72	9	6.25%	5.63	77	10	6.25%	6.25
Sample Elementary	Sample Unified	ES	Overall Index Totals	63.75																					

*Methods described will require an approved amendment to CORE Waiver by the US Department of Education

Part 3 and 4: Proposed approach for how the Index plays into school designations, interventions and supports

Steps in CORE Accountability Data Analysis Process

Step 1: Compute Index Metrics

- "All students" and subgroup results
- Elementary (k-5 or k-6 for schools end in grade 6), middle (6-8 for schools with a grade 7 or higher), and high (9-12) computed separately

Step 2: Translate Metric Performance into Index points

- Each metric is scored on a scale from 1 to 10
- Metric weights applied to the performance levels to determine points earned.
- Index points are aggregated to a 100 point score
- SPAN results combined to get a single score for their schools
- Schools ranked within API type

Step 3: Apply Exit Criteria

- (Adjustments TBD after getting SBAC data back per our commitment in the Waiver)

Step 4: Apply Designation Criteria

- Index performance
- Other criteria to meet federal requirements

*Methods described will require an approved amendment to CORE Waiver by the US Department of Education

Step 3. Apply Exit Criteria
Current exit criteria will be re-examined as we transition to Smarter Balanced Assessments

Priority

Metric criteria

- ✓ Reduce number of non-proficient students by 25%
- ✓ For high schools identified as priority due to a graduation rate of less than 60%, the greater improvement of reaching a graduation rate of 60% or growing the graduation rate by 10% relative to the year of designation.
- ✓ Meeting School Quality Improvement Goal

Plan criteria

- ✓ The school must be on track to successfully implement all interventions (with the desired impacts) as outlined in its School Improvement Plan (SIP). The school will continue to implement all turnaround principles and any incomplete elements of the SIP even if they exit intervention, unless the SIP is revised and approved at that time.
- ✓ The 7 turnaround principles will be implemented for 3 years following designation, regardless of whether or not a school has met exit criteria.

Focus

Metric criteria

- ✓ Reduce number of non-proficient students by 25% in the focus subgroup(s)
- ✓ For high schools identified as priority due to a graduation rate of less than 60%, the greater improvement of reaching a graduation rate of 60% or growing the graduation rate by 10% relative to the year of designation
- ✓ Meeting School Quality Improvement Goal

Plan criteria

- ✓ The school must be on track to successfully implement all interventions (with the desired impacts) as outlined in its School Improvement Plan (SIP). The school will continue to implement any incomplete elements of the SIP even if they exit intervention, unless the SIP is revised and approved at that time.

Note: There is considerable interest in adjusting these exit criteria. We have already committed in the waiver to do so with the first set of SBAC results.

Step 4a. Apply Designation Criteria

Proposed designation criteria for 2015+ - designed to meet feral guidelines, while directing linking as closely as possible to the Index

Reward

Highest performing:

1. Top 10% on Index, AND
2. Met School Quality Improvement Goal (future criterion), AND
3. Top 10 percent on Index academic achievement/graduation points during the year in question, AND
4. Top 10 percent on Index academic achievement/graduation points for two of the last three years, AND
5. No significant achievement gaps from the year in question that are not closing.

High progress:

1. Top 70% on Index, AND
2. Top 10% of growth results for all students/subgroups AND
3. Top 10% of growth results for all students/subgroups for two of the last three years for all students and all subgroups, AND
4. No significant achievement gaps from the year in question that are not closing.

Priority

Priority – SIG

1. A current SIG school

Priority – non-SIG – graduation

1. Bottom 10% on Index, AND
2. Graduation rate less than 60% in the year in question, AND
3. Graduation rate less than 60% in two of the last three years.

Priority – non-SIG – bottom five percentile in ELA/Math

1. Bottom 10% on Index, AND
2. Bottom five percentile ranking in ELA/Math in the year in question, AND
3. Bottom five percentile ranking in ELA/Math in two of the last three years

Focus

Not a Priority School, AND

Focus – low achieving subgroups

1. Bottom 10% on Index, AND
2. Level 1 in subgroup performance on ELA, Math or Graduation during the year in question; AND
3. Lack of progress for any of the subgroup(s)/metric(s) in question.

Focus – within school gaps

1. One or more significant gap(s) that are not closing in ELA, Math, and/or graduation, AND
2. Lack of progress for any of the subgroup(s)/metric(s) in question.

Focus – low graduation

1. Graduation rate less than 60% in the year in question, AND
2. Graduation rate less than 60% in two of the last three years.

*Methods described will require an approved amendment to CORE Waiver by the US Department of Education

Pause, reflect and discuss

- What resonated or stood out to you?
- What questions do you have?
- In what ways will this approach help you learn more about strengths and challenge areas?

San Francisco Unified School District

Principal Focus Groups

Please join Human Resources and the Office of Professional Learning and Leadership to share your experience and expertise!

What has been your experience of the current evaluation and support systems for leaders?

Please join us on any of the following dates to participate in a focus group:

December 9, 2pm

December 12, 10am

January 8, 4:30pm

January 12, noon

January 14, 8:30am

locations of all groups TBD

Please RSVP to Mary Richards (richardsm@sfusd.edu) or Kristin Bijur, (bijurk@sfusd.edu)

Effective Teachers and Leaders 2014-2015

SFUSD seeks to bring to life our "Impact Learning. Impact Lives." strategic plan by ensuring we have effective teachers and leaders in our classrooms and schools. Our collaborative actions in developing and piloting Teacher/Principal Growth and Development Systems will include:

- Development of effectiveness indicators;
- Development of measures of student academic achievement and growth to inform best practice and guide professional development; and
- Providing quality feedback cycles with sufficient frequency to provide a basis for meaningful reflection and opportunities for focused professional growth and development.

AGENDA
COMMUNITY ADVISORY COMMITTEE
FOR SPECIAL EDUCATION

cacspedsf@gmail.com www.cacspedsf.org

Thursday, January 22, 2015

The State Education Code mandates that each Special Education Local Plan Area (SELPA) must have a Community Advisory Committee (CAC). The purpose of the CAC is to advocate for effective Special Education programs and services, and advise the Board of Education on priorities in the SELPA. State law requires that a majority of CAC members be parents. Joining the CAC gives you an opportunity to have your opinions heard and make a difference in the way Special Education is conducted in your area.

In San Francisco, CAC meetings are usually held on the fourth Thursday of each month (except July, November and December). **CAC meetings are from 6:30 pm - 8:00 p.m,** with 45 minutes before the meeting to chat with Special Education Department Administrators and 25 minutes after the meeting for informal networking. These meetings are open to the public; everyone is welcome to attend.

CHILDCARE and INTERPRETATION are provided ONLY if reserved IN ADVANCE.

TO RESERVE THESE SERVICES, PLEASE CALL 415-920-5040.

Please refrain from wearing scented products when attending SF CAC meetings.

Meeting Location: Support for Families, 1663 Mission Street, 7th floor.

Street parking is available on Mission Street and nearby streets. To be admitted to the building after hours, press #70 on the keypad at the front door, ask to be let in, and the door will be released.

5:45 pm **Special Education supervisors will be available for a group Open Forum/Coffee Chat from 5:45pm until the meeting starts at 6:30 pm**

6:30 pm **CALL TO ORDER / INTRODUCTIONS**

6:35 pm **PROGRAM: TRANSITION and WORKABILITY**
Nicole Trickett, Program Administrator for Court/County and Transition and Robin Lewis, Workability will present.

7:30 pm **APPROVAL OF MINUTES: November 20, 2014**

CAC CHAIR'S REPORT

SFUSD REPORT:

CAC BOARD REPORT

CAC COMMITTEE REPORTS

ANNOUNCEMENTS

PUBLIC COMMENT

8:00 pm **Meeting adjourns (informal networking until 8:25 pm, doors close at 8:30 pm)**

"LIKE" the CAC on FaceBook! Community Advisory Committee for Special Education for SFUSD

Draft Minutes of CAC for Special Education
November 20, 2014 Monthly Meeting

Call to Order:
Kim Webb called to order the regular meeting of the Community Advisory Committee for Special Education, San Francisco at 6:38 pm on November 20, 2014 at 1663 Mission St., 7th Floor.

Roll Call:
CAC Members present: Deborah Peralta, Linda Tung, Joan Selby, Mee Kit Yip-Li, Julia Martin, Naheed Misfeldt, Megan Caluza, Gwen Mui, Diane Poole, Lillian Lim, Lee Fisher, Kim Webb, Katie Russell, Lisa Fazendin excused.

Also present: Elizabeth Blanco, Assistant Superintendent for Special Education; DJ Ervin, Sr. Statistician; Laura Savage, Ombudsman; Rachel Allen, Supervisor Cohort 1; Matt McCue, Supervisor, Mission/Bayview; Lisa Miller, Director, Julie Whelly, Supervisor NPS; Anacorina Lola, Program Admin. Related Services; Nicole Trickett, Program Administrator; Caitlyn Boyle, Supervisor; Sara Ashton, Supervisor, Technology; Brady Fell, Program Admin.; John Burke; Spanish and Cantonese Interpreters and 6 community members.

Program: Smarter Balance Assessment for children with IEPs
John Burke and Brady Fell, of SFUSD Office of Assessments presented. The new name of the test is California Assessment for Student Performance and Progress. There will be an alternate assessment field test for children who qualify for CAPA; there will be no scores from these assessments. Most students will take the Smarter Balance Assessment.

Brady clarified embedded tools, which are already part of the computer platform. Other tools would be non-embedded. There are universal tools for all. Designated supports are determined by the teacher, and accommodations, which are based on IEP or 504 Plan. There is a practice test and a teacher observation worksheet to help determine which tools might be useful. The practice test is available online for families to access as well.

John talked about how the new test tools help to make it like the CMA. He explained how the computer adapts based on the answers a student gives. The Smarter Balance Test will allow rating between grade levels. You can measure progress from one year to the next.

A website that can help with computer skills for the test is: // http:k5sfusdedtech.org. The power point slide show is available via email: burkej1@sfusd.edu or fellb@sfusd.edu. 415-241-6400 - Office of Achievement and Assessment.

Questions from the audience included: how students not on grade level access the test, how many of the children field tested with the assessment had IEPs, accommodations for fine motor needs and supports for these accommodations, when teachers/case managers will be trained on how to put accommodations into the IEP, speech to text accommodations, whether results can be tracked according to having an IEP, the CAPA alternate, and training on it, and technological capacity at schools.

Approval of Minutes:
Linda Tung referenced the written copy of the minutes from the October 23, 2014 meeting. Naheed moved and Linda seconded approval of the September minutes. The minutes were approved as read, except for typos.

New Business:
CAC CHAIR'S REPORT:
December 1 at 10 am is the kickoff for the Inclusive Schools Week celebration, on the Polk Street steps of City Hall. There will be performers, including Access SFUSD, pre-K cheerleaders from the Tenderloin Community School and the Washington High School marching band. There will also be dignitaries there.

SFUSD REPORT:
Safe and Supportive Schools Resolution: There was a power point presentation and supporting documentation on the resolution. There is a survey for parents and families to get feedback on how children are supported behaviorally and what families know about the policies at their schools.

There was also information on new supports including the multi-disciplinary Behavior Action Team to support students who do not have IEPs but need support in the area of behavior. There will be ongoing meetings and parents will be invited to participate.

CAC COMMITTEE REPORTS:
At the Enrollment Fair at John O' Connell High School the layout was not beneficial but materials were handed out by the school board candidates.

ANNOUNCEMENTS:
Family Engagement Network meeting will be from 9:30 am to 12:30 pm at 555 Franklin. They will discuss a parent academy and behavior matrix.
Monday 24th of November there will be a First Five meeting from 9:30-11:30 am to look at the accountability tool.

PUBLIC COMMENT:
There are fliers for a webinar on decreasing drop-out rates. Dec. 10 from 12-13:30 pm.
There is a flier about inclusive toys.
Joan and Megan went to the Safe and Supportive Schools meeting and there was a lot of information. There was a need expressed for parents and teachers at this meeting to get a diversity of voices. Next meeting is on Dec. 2 at 20 Cook Street, 4:30 pm.
There is a CEIS stakeholder meeting that needs more parents. Lee Fisher is representing the CAC at this meeting.
UESF, the teachers union, has a grant from AFT innovation fund for the Safe and Supportive Schools $100,000. This will start after negotiations end. The goal is to get all teachers to attend least one training this year.

Adjournment
Kim Webb adjourned the meeting at 7:51 pm.
Minutes submitted by: Megan Caluza, Secretary

CAC BOARD MEMBERS 2014-2015

Kim Webb, *Chair*
Katie Russell, *1st Vice Chair*
Lee Fisher, *2nd Vice-Chair*
Linda Tung, *Parliamentarian*
Megan Caluza, *Secretary*
Katy Franklin, *Past Chair*

(b)(6)

EMAIL ADDRESS: cacspedsf@gmail.com Website: www.cacspedsf.org

Upcoming CAC Meetings:	**Time**	**Meeting Topic**
Thursday, February 26, 2015	6:30 – 8:00 pm	Extended School Year (ESY)
Thursday, March 26 2015	6:30 – 8:00 pm	County Schools and Juvenile Hall
Thursday, April 23, 2015	6:30 – 8:00 pm	Parent / Teacher / Staff Recognition
Thursday, May 28, 2015	6:30 – 8:00 pm	Updates on Special Education Law
Thursday, June 25, 2015	6:30 – 8:00 pm	Local Plan and Member Orientation/Training

Upcoming CAC Board Meetings: **Time & Location TBA**

Saturday, February 21, 2015	Saturday, March 14, 2015	Saturday, April 11, 2015
Saturday, May 16, 2015	Saturday, June 13, 2015	

SFUSD Special Education Services:
3045 Santiago Street, San Francisco, CA 94116 • Phone 415-759-2222 Fax 415-242-2528
Related Services, Workability & Behavior Team:
1195 Hudson Ave., San Francisco, CA 94124 • Phone 415-920-5016 Fax 415-920-5199
All Early Childhood (Birth-5 years):
1520 Oakdale Ave., San Francisco, CA 94124 • Phone 415-401-2525 Fax 415-920-5075
Asst. Supt. of Special Education: **Dr. Elizabeth Blanco, 415-379-7697, blancoe@sfusd.edu**
Special Education Services NEW website: **www.sfusdsped.org**

Problems? Contact: Ramon Martinez at the **Office of Family and Community Engagement**
555 Franklin St., Room 104A, 1st Floor, San Francisco, CA 94102
Phone: (415) 241-6185 Fax: (415) 522-6724 • Email: familyengagement@sfusd.edu
http://www.sfusd.edu/en/resources-links/office-of-school-family-partnership.html

California Department of Education/Special Education Procedural Safeguards
Provides technical assistance information and resources for parents, school districts, advocates, agencies, and others on procedural safeguards regarding students between ages 3 and 21 with disabilities and their educational rights. **Phone: 800-926-0648** TTY 916-323-9779; Weekdays, 9:00 a.m. to 4:00 p.m.
E-mail: speceducation@cde.ca.gov CDE/Special Education Website: http://www.cde.ca.gov/sp/se/

Resources:

The Mayor's Office on Disability
Meets every third Friday of the month at City Hall, Room 400 from 1:00 p.m. to 4:00 p.m.
Telephone: (415) 554-6789
TTY: (415) 554-6799 Fax: (415) 554-6159
Email: mod@sfgov.org
The mission of the Mayor's Office on Disability is to ensure that every program, service, benefit, activity, and facility operated or funded by the City of San Francisco is fully accessible to people with disabilities. http://www.sfgov.org/sfmod

The SFUSD Board of Education meets on the second and fourth Tuesday of each month at 6:00 p.m. at 555 Franklin Street, First Floor Conference Room. Parking and accessible entrance are available through McAllister Street gate.

The Office for Civil Rights
San Francisco Office for Civil Rights
U.S. Department of Education
50 Beale Street, Suite 7200
San Francisco, CA 94105-1813
Telephone: 415-486-5555
FAX: 415-486-5570 TDD: 800-877-8339
Email: ocr.sanfrancisco@ed.gov
The mission of the Office for Civil Rights is to ensure equal access to education and to promote educational excellence throughout the nation through vigorous enforcement of civil rights.
https://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm

The City and School District Select Committee (Joint Committee of the Board of Education /Board of Supervisors) meets on the 1st & 3rd Thursday of the month, 3:30 p.m. at the Board of Supervisors Chambers.

Community Alliance For Special Education (CASE) 1550 Bryant Street, Suite 738
San Francisco, CA 94103
(415)431-2285 Fax: (415)431-2289
Email: info@caseadvocacy.org
Website: http://caseadvocacy.org
CASE provides free individual technical assistance, consultations, representation, and training through our network of educational and legal specialists. CASE helps you make practical sense out of special education laws and issues that affect children with disabilities.

Disability Rights Education and Defense Fund (DREDF)
3075 Adeline Street, Suite 210 Berkeley, CA 94703
510-644-2555 V/TTY, 510-841-8645 fax
Email: info@dredf.org
Website: http://www.dredf.org/
The mission of the Disability Rights Education and Defense Fund is to advance the civil and human rights of people with disabilities through legal advocacy, training, education, and public policy and legislative development.

Special Olympics Northern California - West Coast:
http://www.sonc.org/regions/region_wb.html
(408) 392-0170, Email: WBregion@sonc.org

SFUSD Special Olympics Content Specialist: Paul Zager, 415-355-7707
Email: zagerp@sfusd.edu

Challenger Little League:
http://www.sfll.org/page/show/63857-challenger-program (415) 864-2939

SUPPORT FOR FAMILIES' WORKSHOPS:
All take place at:
Support for Families
1663 Mission Street, 7th Floor, San Francisco
To attend and reserve childcare (when available)
Call: (415) 920-5040

Individualized Education Program (IEP) Clinics
Presented by SFCD. Learn about Special Education law, the IEP process, what to do when things aren't working, and how to become a more active/effective team member.
Dates (Thursdays 4pm-6pm):
IEP Clinics - English: 2/12/15
IEP Clinics - Spanish: 1/15/15
IEP Clinics – Cantonese: 2/5/15

Transition to Adult Life Clinic
Presented by SFCD. Learn about special education transition services for children over 16 and how to participate in the development of your child's transition plan.
Dates (4th Thursday unless otherwise noted, 4pm-6pm)
Thursday, January 22, 2015

Parent / Professional Workshops (PPW)

PARENT/PROFESSIONAL WORKSHOPS are larger group trainings that provide an opportunity for parents and professionals to network, share concerns and ideas, and learn about valuable information & resources.
Workshops are at Support for Families unless otherwise noted.
Register by calling 415-920-5040

Regional Center Fair Hearings: Improving Your Chance for Successful Outcomes
Wed., February 4, 2015; 6 8:00 pm
When an individual is denied regional eligibility or services, fair hearings are an important step in the appeal process. This training will focus on how to prepare for a fair hearing to maximize your success, and will discuss common mistakes to avoid. *Speaker: Katie Hornberger, Esq., Director, Office of Clients' Rights Advocacy, Disability Rights California*

How to Obtain Autism Services from Medi-Cal: Speech, OT, ABA and More!
Wed., February 11, 2015 & Wed., April 15, 2015; 5 8:00 pm *(2 part series)*
Families on Medi-Cal looking to obtain ABA, speech, OT, or other services for their child with autism should come to this two-part workshop. At the first workshop, families will learn what services their child is entitled to under Medi-Cal. Be prepared to leave the first workshop with a homework assignment to request services! The second workshop will be a follow up "clinic" two months later. Families will make appointments and bring any responses they received from their health plan in response to their request for services. We will write appeals together onsite, and assist in any follow-up needed so that your child obtains the services he/she needs.
Presenters: Karen Fessel, Executive Director/Founder & Cecily Ruttenberg, Assistant Director, Autism Health Insurance Project

Summer for All: Planning for a Successful Summer Program
Saturday, February 14, 2015; 8:30am – 12:30pm
What, planning for summer already? Yes! Did you know that many summer camp application deadlines are in March? Join us for an overview of what families and caregivers should consider when planning for their child's summer. What options are out there? What are the accommodations and modifications that can be made for your child? This workshop will also include a panel of several summer camps and summer services representatives, who will share their programs' requirements, deadlines and application tips.

SAVE THE DATE! INFORMATION & RESOURCE CONFERENCE
Saturday, March 21, 2015
8:30am – 3:30pm
John O'Connell High School
Registration opens Monday, February 9 online and by phone.

SFUSD SAN FRANCISCO PUBLIC SCHOOLS

The Smarter Balanced Assessments

Information for Families and Community

May 8, 2014

Outcomes

- Understand why and how the standards have changed
- Understand how the Smarter Balanced Assessments (SBAC) reflect a shift in testing
- Share resources
- Understand what SFUSD is doing to support the shift to CCSS and Smarter Balanced

Agenda

- Welcome and Introductions
- Overview of Common Core State Standards (CCSS)
- Overview of Smarter Balanced Assessments
- Engaging Families to Support Shifts
- Next Steps

Norms

Poll

Please hold up fingers to rate your understanding of …

The Common Core State Standards (CCSS)

Rating Scale:

1. This is the first time I'm hearing about it.
2. I only know a little about it.
3. I know some things, but still have a lot of questions about it.
4. I know quite a bit, but please don't ask me to explain to others.
5. I know enough about it to feel comfortable explaining it to others.

Poll

Please hold up fingers to rate your understanding of …

The Smarter Balanced tests (SBAC)

Rating Scale:

1. This is the first time I'm hearing about it.
2. I only know a little about it.
3. I know some things, but still have a lot of questions about it.
4. I know quite a bit, but please don't ask me to explain to others.
5. I know enough about it to feel comfortable explaining it to others.

Poll

Please hold up fingers to rate your understanding of …

What your child's school is doing to prepare for changes in instruction and assessments

Rating Scale:

1. This is the first time I'm hearing about it.
2. I only know a little about it.
3. I know some things, but still have a lot of questions about it.
4. I know quite a bit, but please don't ask me to explain to others.
5. I know enough about it to feel comfortable explaining it to others.

What is the Common Core (CCSS)?

- New **standards** that explain what students should ***know*** and ***be able to do***.

- Created by many groups, including teachers, testing experts, state leaders

- **Voluntarily adopted** by California and 46 other states

"What" *not* "How"

Standards are the "What"

Standards are the overall goal for learning.

Curriculum is the "How"

Curriculum is the classroom teaching plan.

- *Each district and each teacher creates curriculum to meet needs of their individual students.*
- *SFUSD has developed its own "Core Curriculum" to give teachers support on how to teach the new standards*

Why do we need Common Standards?

- More challenging
- Consistency across states
- More collaboration

Source: http://www.edexcellence.net/publications/the-state-of-state-of-standards-and-the-common-core-in-2010.html

Shifts in Math*

Math

- **Focus** on depth over breadth
- **Build coherence** across grades and links to other major topics
- Increased **Rigor**
  - Understand **concepts**
  - Skill and **fluency**
  - **Application**

*More on the shifts at *achievethecore.org*

Shifts in ELA*

ELA

- **Complex text** and **academic language**
- **Using evidence from text**
- **Balance** of literary and informational
- **Building knowledge** through **content-rich nonfiction** (for example: science, history/social studies)

*More on the shifts at *achievethecore.org*

Table Talk: CCSS

Review the CCSS handouts…

- What do you notice about the standards?
- What questions do you have?

New Standards = New Tests

- The “STAR” tests measured learning of old CA standards
- New (CCSS) standards mean we needed new tests
- The US Department of Education gave two groups, money to develop new tests based on the new CCSS
- CA is part of the **Smarter Balanced Assessment Consortia (or SBAC)**

SBAC Field Test 2014

- March 25 – May 16, 2014
- SFUSD students in grades 3-8 and 11 participated
- Computer-based
- Most students took both ELA and Math sections
- Some students took only one subject
- SFUSD was assigned about 76,000 different tests to complete for 28,000 students
- As of May 6, 57,000 test have been completed
- No results given to districts, schools, families or students because it is a “test of the test”

What is the Different about Smarter Balanced Assessments?

New Item Types

Smarter Balanced assessments **go beyond multiple-choice questions** and include:

- **Selected response** (multiple choice),
- Short and extended **constructed response**,
- **Performance tasks** that allow students to complete an in-depth project that demonstrate analytical skills and real-world problem solving.

Old STAR Question

Multiple Choice

Mathematics Grade - 4

Which of the following has the greatest value?

A 12.1

B 0.97

C 4.23

D 5.08

Requires student to evaluate one **best** answer.

New Smarter Balanced Question

Selected Response

Mathematics Grade - 4

8

Select all equations that are true.

- ☐ $\frac{4}{10} = 0.04$
- ☐ $\frac{17}{100} = 0.17$
- ☐ $\frac{9}{100} = 0.09$
- ☐ $\frac{6}{100} = 0.60$

Requires student to evaluate **all** possible choices.

New Smarter Balanced Question

Selected Response (Answer)

Mathematics Grade - 4

8

Select all equations that are true.

- ☐ $\frac{4}{10} = 0.04$
- ☑ $\frac{17}{100} = 0.17$
- ☑ $\frac{9}{100} = 0.09$
- ☐ $\frac{6}{100} = 0.60$

Requires student to evaluate **all** possible choices.

Old STAR Question

Multiple Choice

English Language Arts – Grade 3

Read this sentence.

A giraffe is tall _____ than a kangaroo.

Which suffix should be added to the word tall to make this sentence true?

A -ful

B -est

C -ing

D -er

Requires student to evaluate one **best** answer.

New Smarter Balanced Question

Selected Response

English Language Arts/Literacy – Grade 3

5

The following question has two parts. First, answer part A. Then, answer part B.

Part A

Which word **best** describes Keith Wilson?

A) bossy
B) greedy
C) skillful
D) thankful

Requires students to demonstrate **close reading skills** and the ability to **more deeply relate** Part B to their previous answer in Part A.

Part B

Which sentence from the passage supports your answer in part A?

A) I am a dragon hunter.
B) So far, I have helped to find many new species, or kinds, of dragonflies.
C) I worry about dragonflies.
D) I want to protect these tiny dragons for others to see and enjoy.

New Smarter Balanced Question

Selected Response (Answer)

English Language Arts/Literacy – Grade 3

5

The following question has two parts. First, answer part A. Then, answer part B.

Part A

Which word **best** describes Keith Wilson?

A) bossy
B) greedy
C) skillful
D) thankful

Requires students to demonstrate **close reading skills** and the ability to **more deeply relate** Part B to their previous answer in Part A.

Part B

Which sentence from the passage supports your answer in part A?

A) I am a dragon hunter.
B) So far, I have helped to find many new species, or kinds, of dragonflies. ✓
C) I worry about dragonflies.
D) I want to protect these tiny dragons for others to see and enjoy.

New Smarter Balanced Question

Constructed Response

English Language Arts/Literacy – Grade 4

Archaeologists have many different opinions about how the Grand Canyon was discovered.

Explain what archaeologists think about how the Grand Canyon was discovered. Use at least **two** details from the passage to support your answer.

Type your answer in the space provided.

Students type their answers in the box.

*Answers are scored for content, **not for** grammar usage, conventions, spelling, or punctuation.*

What is the Different about Smarter Balanced Assessments?

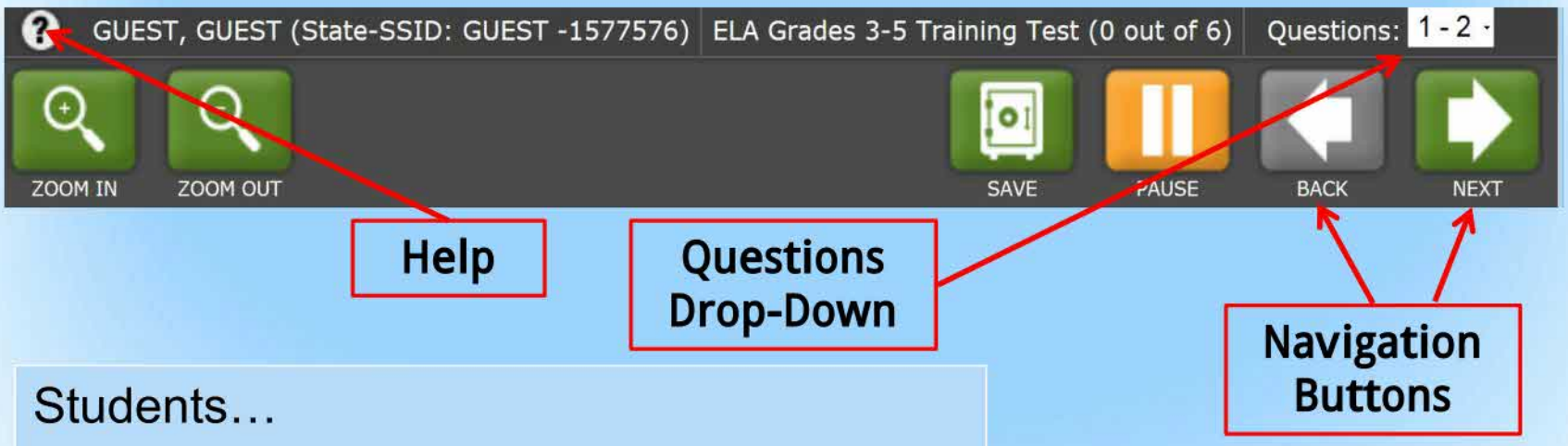
Computer-Based

Smarter Balanced assessments are ***taken on the computer***

- **Computer-adaptive**
- **New features** like highlighting, drag-and-drop and graphing

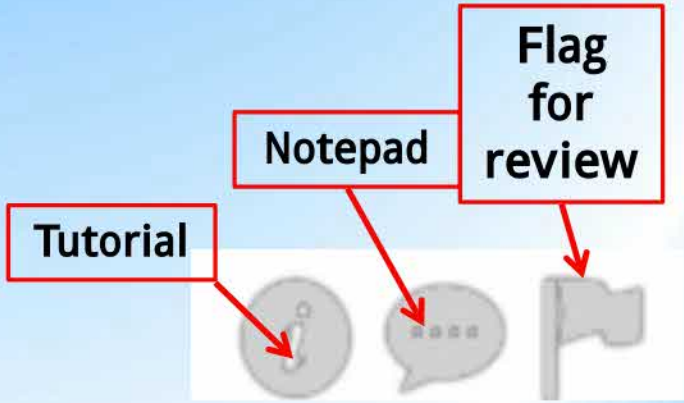
Let's take a look at examples of the new assessment item types….

Student Tools



Students…

- get **information at the start of the test** on how to use all the buttons.
- **try to answer a question** before moving to the next question.
- can **go back to a question** to review it before their session ends.
- go through the test **at their own pace. It's not timed.**



Technology Enhanced

English Language Arts/Literacy – Grade 5

Read the sentence and the directions that follow.

Enzio was especially hungry for any details about America.

Click on the sentence in the paragraph that **best** explains the meaning of the underlined phrase.

Carlotta loved to talk about herself, her family, and the rich and powerful people they knew. With so many hours to fill, Enzio did not mind. He noticed—but didn't really mind—that she never asked about him or his family. Enzio was especially hungry for any details about America. He loved hearing Carlotta's tales about life in a big city. It sounded exciting and a little scary.

Technology Enhanced

Mathematics - Grade 3

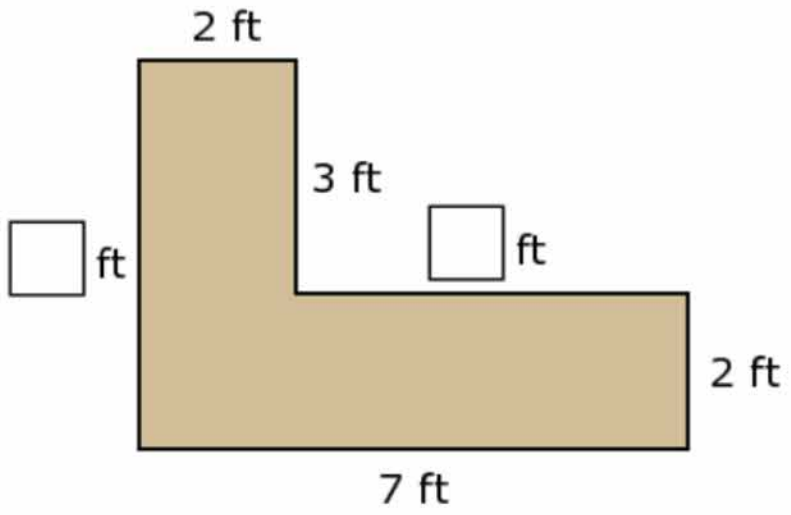
David wants to create the L-shaped desk shown. He decides to buy two rectangular desks and put them together.

- Drag numbers into the boxes to show the missing dimensions.
- Use the Connect Line tool to draw a line dividing the diagram into two desks. Make each desk 5 feet by 2 feet.
- What is the total area of the L-shaped desk? Drag numbers into the box to show your answer.

0 1 2 3 4 5 6 7 8 9

Delete | Add Point | Connect Line

A.



B.

Total area: ____ ft^2

Table Talk: Smarter Balanced Assessments

Review the SBAC handouts…

- What do you notice about the standards?
- What questions do you have?

Preparing for shifts in instruction and assessment
2014-2015

- **CCSS in ELA and Math**
  - SFUSD "Core Curriculum"
  - Include trainings for teachers, new lesson plans & other teaching materials
- **Computer Literacy**
- **District Assessments**
  - **CLAs** include new items types to prepare for SBAC
  - Integrated **Writing Assessment**
  - **Reading testing**

How can parents help?

- What can parents to do to support students at home?
- What can parents do to support schools in making the shifts to new standards and assessments?

What you can do!

At Home…

- **In English**
  - Ask about what your child is reading
  - Fiction and Non-fiction
- **In Math**
  - Find real world connections
  - Build fluency
- **On the Computer**
  - Build computer literacy

What you can do!

At Your School…

- **Talk with Teachers**
- **Talk with Administrators and Support Staff**
  - School Site Council (SSC)
  - English Learner Advisory Committee (ELAC)
  - Parent Teacher Organization or Association (PTO / PTA)

How did we do?

- What did you like about this Parent Info Session?
- What could we improve for next time?

Stay in touch!

- Find us on the web @ www.sfusd.edu

- Call us!

  Achievement Assessment Office
  (415) 241-6400

Join us again!

Thursday, May 8, 2014

Lessons Learned from the Field Test

Overview of Smarter Balanced

SFUSD participation in the Field Test

SFUSD plans for 2014 – 2015

Thursday, September 18, 2014

Starting the Year Off Right

New testing for new standards

Computer literacy instruction in SFUSD

District assessments and the connection to Smarter Balanced

Thursday, January 22, 2015

On Track for Full Implementation

Overview of the Smarter Balanced testing plan for the spring

How to help your students get ready

How to discuss testing with teachers

Thursday, May 14, 2015

Year 1 in Review

Highlights of the first year of testing

Smarter Balanced scoring and reporting results

Planning for next year

Join us again!

Thursday, May 8, 2014

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Effective Principals Working Group

March 12, 2015

Outcomes:

- Build relational trust and sense of team
- Expand awareness of models for principal support and evaluation
- Articulate a timeline for our work

Time	Min.	Activity
4:00	15	Opening moves Team-builder Framing
4:15	35 5 10 10 10	Professional Learning **Essentials for Principal Support and Evaluation** - Reflective writing: Considering your experience, what are the two most essential things we must include in our new and improved support and evaluation system? - Grouping/sorting **Consider Models** - Read two models: What is powerful about this model? How does this align (or not) to what we articulated as essential? - Share: same prompts
4:50	30 15 5 10	Application Timeline and priorities, what's missing and what can be eliminated? Calendar next meetings: Doodle Norms
5:20	10	Closing moves Process reflection Celebrations

SFUSD Norms

- ✪ Keep equity at the center for students and adults
- ✪ Be present
- ✪ Be part of the solution

The School Quality Improvement System & the Index

Special Education Department
December 16, 2014

2 Our District's Vision

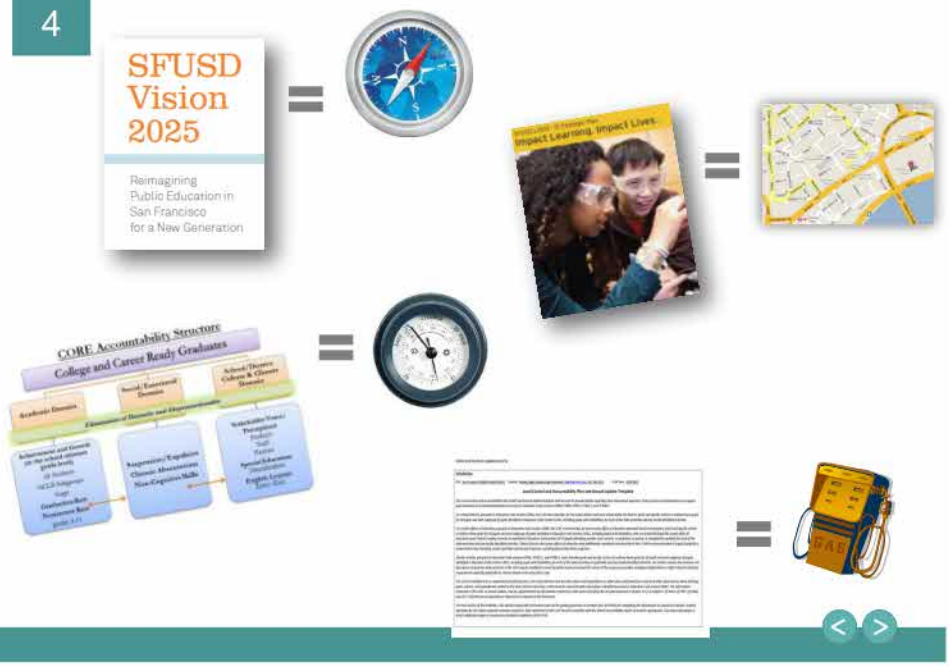
Every student who attends SFUSD schools will graduate from high school ready for college and careers and equipped with

skills,
capacities
and dispositions

necessary for 21st century success.

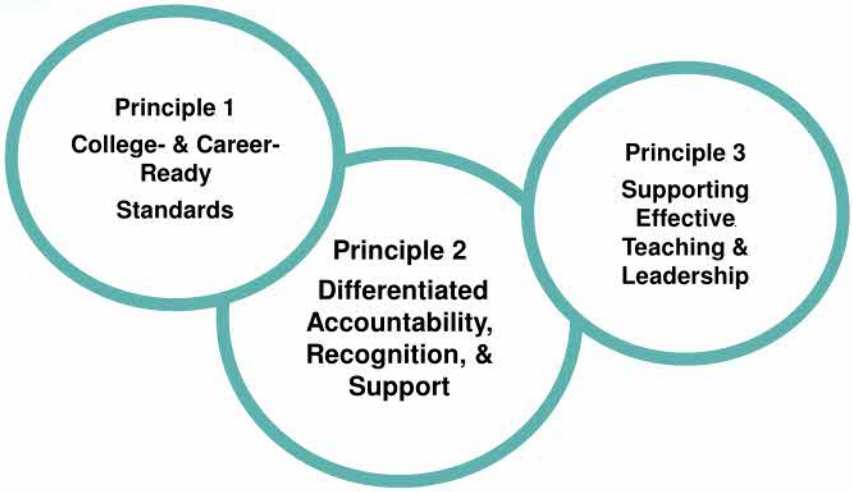
3 Compendium of Guiding Documents

4



5

School Quality Improvement System Commitments



6

OVERVIEW: Three Principles for all Districts

School Quality Improvement System Commitments

PRINCIPLE 1: College- and Career-Ready Standards

- All districts will transition to the Common Core State Standards by the start of the 2013-2014 school year.

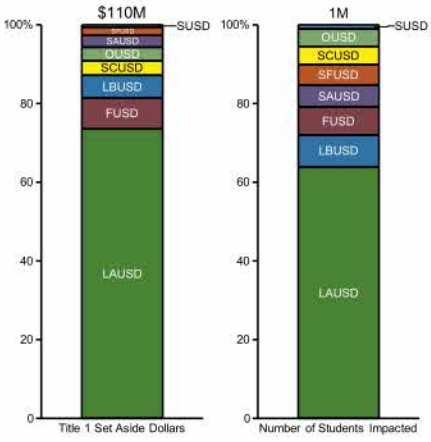
PRINCIPLE 2: Differentiated Accountability, Recognition and Support

- Participating districts will implement the School Quality Improvement Index, a 100-point scale for schools comprised of:
  - Proficiency on state tests and grad/persistence: 60%
  - Social-emotional factors/School climate-culture factors: 40%
- The lowest performing "priority" schools will partner with high performing "reward" schools for targeted interventions.
- **Schools with large achievement gaps (focus schools) and those that don't meet their AMOs will join communities of practice.**
- Districts and schools will commit to data sharing and regular collaboration through convenings.

PRINCIPLE 3: Supporting Effective Instruction & Leadership

- Participating districts will implement or modify existing educator evaluation systems to include:
  - At least 4 levels of differentiation
  - Student growth as either a minimum of 20% of overall educator performance ratings, or to trigger conversation about disconnect between student growth and classroom practice observations.

Participating Districts Title 1 Set Aside Dollars and Number of Students Impacted



7

Informing and Aligning with District Work: SFUSD's 2013-15 Strategic Plan

8

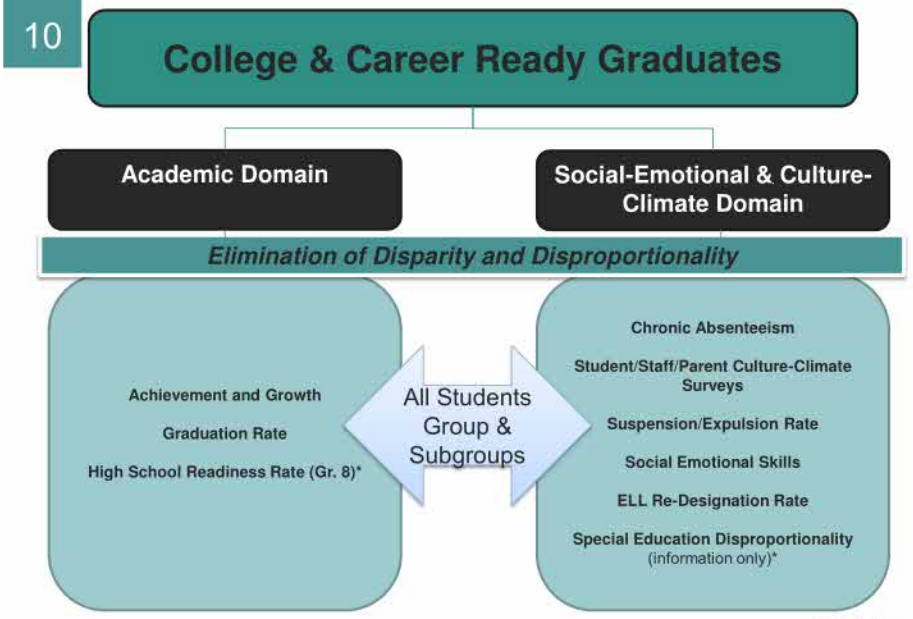
Six Strategies Aligned to CORE Principles

	Principle 1	Principle 2	Principle 3
Strategy 1: Implement SFUSD Core Curriculum and Use Student Data	X		X
Strategy 2: Provide Tiered Levels of Academic and Behavior Support	X	X	X
Strategy 3: College and Career Readiness	X		
Strategy 4: Differentiate Central Office Supports		X	X
Strategy 5: Recruit and Retain Highly Qualified Teachers, Leaders and Staff			X
Strategy 6: Implement SFUSD's Family Engagement Standards	X	X	

9

The School Quality Improvement Index (the Index)

10

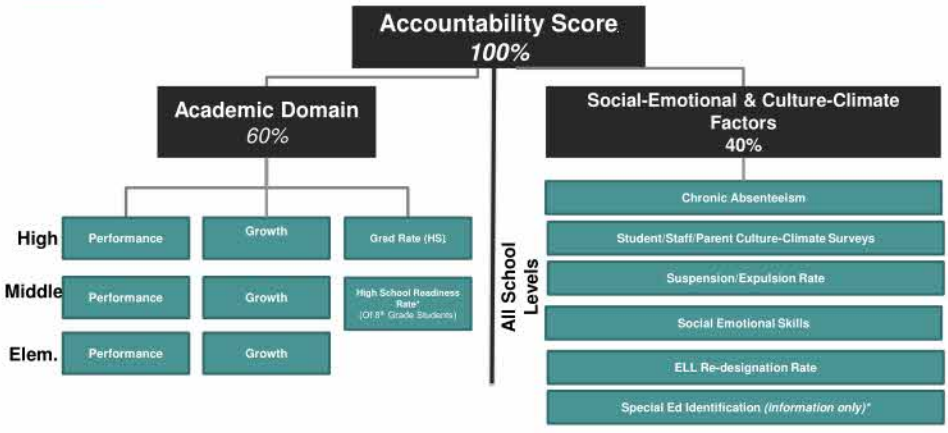


*Denotes items that will require an approved amendment to the CORE Waiver by the US Department of Education.

11

Weights for the Index

The Academic Domain will be weighted 60% and the Social-Emotional/Culture Climate Factors Domain will be weighted 40% (2015-16 Index)

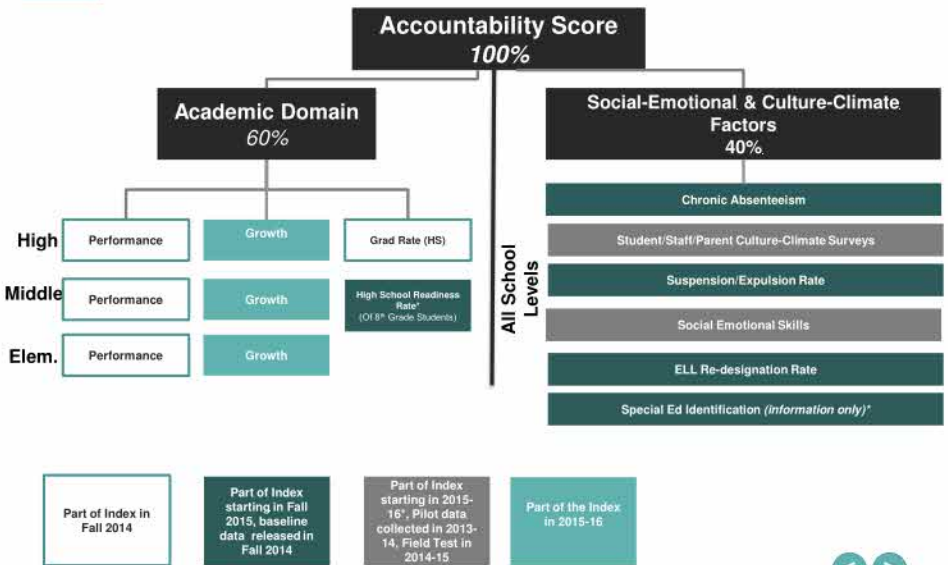


*Denotes items that will require an approved amendment to CORE Waiver by the US Department of Education.

12

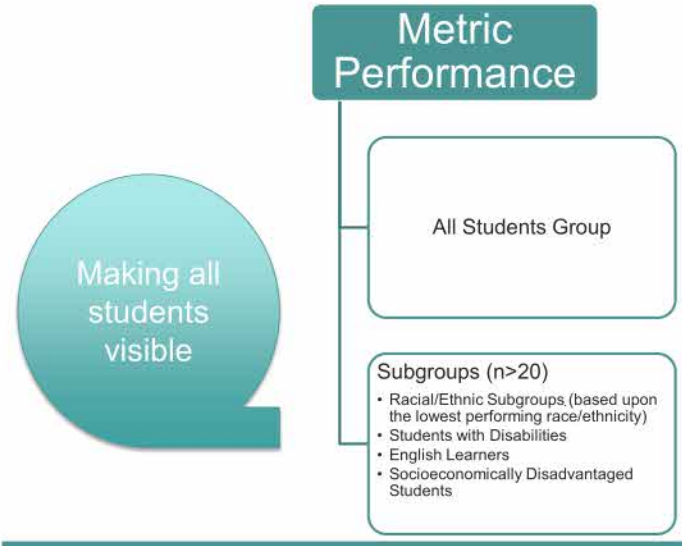
Differentiated Accountability with a Whole Child/Whole School Approach

The School Quality Improvement Index - The Index will evolve over time with the full Index in effect starting in 2015-16



*Denotes items that will require an approved amendment to CORE Waiver by the US Department of Education.

13 For most metrics, subgroup performance will be equally weighted alongside performance of the all students group.



14 Select one of the following topics

One of the following metric items:

Academic	SEL/Culture-Climate
Academic Performance	Chronic Absenteeism
Academic Growth	Student/Staff/Parent CC Survey
High School Graduation	Suspension/Expulsion Rates
High School Readiness Rate	Social Emotional Skills
	5 Year+ English Learner Redesignation
	Disproportionality in SPED

OR one of the following SEL indicators:

Growth Mindset	Self-Efficacy
Self Management	Social Awareness

15 Discussing a Metric –with a partner

Study the information sheet

- What is the metric trying to measure?
- How do/can central office and schools contribute to/influence performance on this metric?
- If these are the outcome measures, what are the implementation practices that we have in place?
- What are the formative measures that exist? Or need to exist?
- How are we aligning our professional learning opportunities to make explicit connections to these measures?

16 SEL and Climate and Culture Survey Field Test

- Who: Students, Staff, Parents/Families
- What: Survey (to replace Satisfaction Survey*)
  - Students – SEL and CC
  - Staff, Parents/Families – CC
- When: February – March for students/staff; trying to get longer timeline for parents/families
- How: Online surveys for students and staff; online and paper (only on request) for parents
- Optional: Teacher report on student SEL (schools decide)

** Some high impact items from the Satisfaction Survey and Karen Mapp Survey*

17 What is the Throughline from SFUSD to SQIS?

Principle 1
College- & Career-Ready Standards

Principle 2
Differentiated Accountability, Recognition, & Support

Principle 3
Supporting Effective Teaching & Leadership

18 Additional opportunities to learn more and provide input

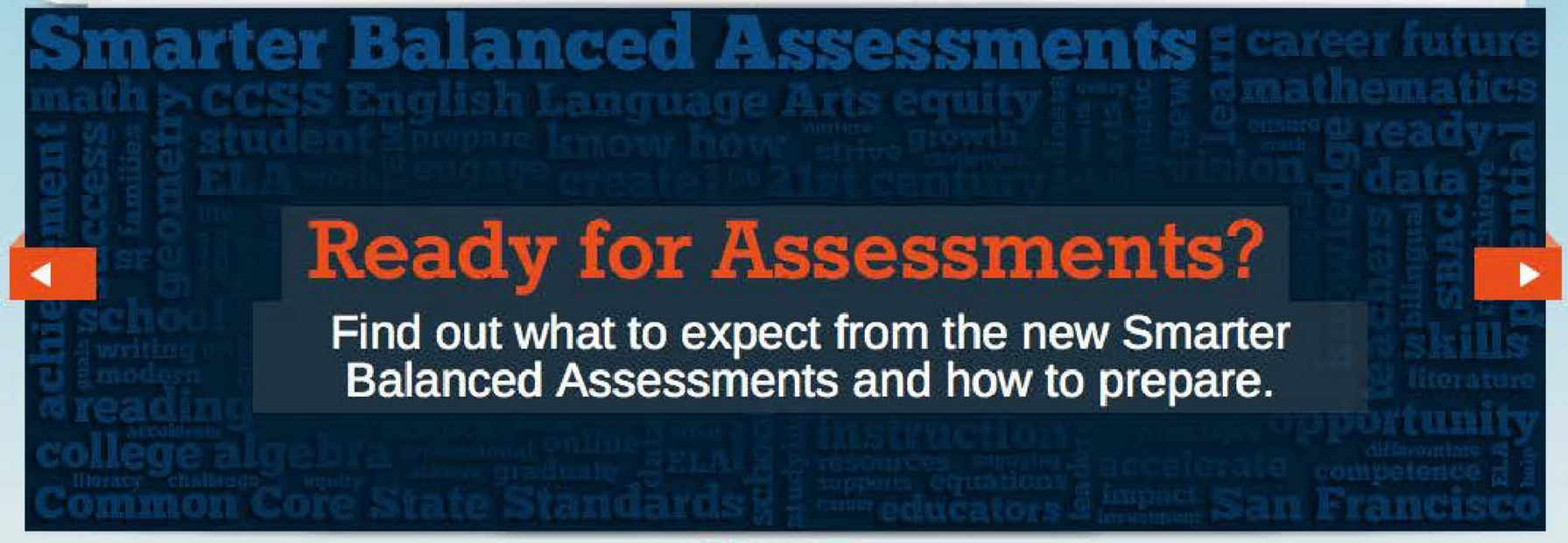
- Submit input via a survey on the Index: http://bit.ly/Indexinput2014
- Read more
  http://coredistricts.org/school-quality-improvement-system/
- Watch a video
  - All about the CORE Waiver:
  - http://coredistricts.org/newsroom/2137-2/
  - Overview of the Index: http://vimeo.com/108190608
  - How the Index is calculated: http://vimeo.com/108193534

SFUSD SAN FRANCISCO PUBLIC SCHOOLS

Enter Search Text Here GO

Quick Links GO

Mire este sitio en español | 查看本網站中 | School Loop | Employee Login | ADA



- About SFUSD
- Schools
- Enroll in SFUSD Schools
- Nutrition & School Meals
- Transportation
- Directory
- News & Calendars
- Family & Community Support
- Councils & Committees
- Programs & Services
- Curriculum & Standards
- Graduation, College & Career
- Partnering with SFUSD
- ADA Access
- Safety & Emergency Plan
- Employee Resources
- Employee Recognition
- Career Opportunities
- How Do I...?

STUDENTS & PARENTS | COMMUNITY | CAREER OPPORTUNITIES

Information about Measles Vaccinations

There has been a recent outbreak of measles in California and neighboring states. The San Francisco Department of Public Health (SFDPH) and the San Francisco Unified School District (SFUSD) have collaborated to offer free measles, mumps and rubella (MMR) vaccines to current SFUSD students. All families are encouraged to first seek care with their primary health care provider, if they have one.

If your child needs a vaccine, contact the School Health Center at 415-242-2615 for more information or go to one of our onsite clinics. Find out more about free vaccination clicnics, which start this week.

Smarter Balanced Assessments Begin March 10

3rd- through 8th-grade and 11th-grade students will be taking the new Smarter Balanced Assessment between March 10 and May 29—check with your school for exact dates. There's a lot that's new about the state assessments, from what's in the tests to how your child will be taking them. Find out more about the tests and how to prepare.

Placement Letters Mailed on March 13

Keep an eye out for school placement offers, which will be mailed out on Friday, March 13. Find out what to do after receiving your initial offer, or learn about the May Placement Period if you need to submit a new or revised application.

CORE Waiver Renewal and Proposed Amendments

Along with the six other California Office to Reform Education (CORE) districts, SFUSD has been working to develop and implement the School Quality Improvement System (SQIS) as a guideline on how to best include equity in academic, social-emotional and culture-climate domains. This work is what the CORE waiver is based on and what we will use in place of No Child Left Behind (NCLB) guidelines. The School Quality Improvement System and the CORE waiver are works in progress. In March, SFUSD in partnership with other participating districts will request an extension of the waiver and additional amendments. General public comments may be provided through: http://bit.ly/CORErenewal, emailing core@caedpartners.org, faxing 916-244-0250, calling 916-596-2548, or sending mail to 1107 9th Street, Suite 500, Sacramento, CA 95814.

Summer Jobs and Youth Resource Fair

If you're a San Francisco youth aged 16-24, sign up for our upcoming Youth Resource Fair on Saturday, April 11 to get more job ready by going to practice interviews

Upcoming Board Meetings

Tuesday, Mar 10, 2015 at 6:00 PM
Regular Board Meeting
Meeting Notice • Agenda

View More Upcoming Meetings >

Calendars

- All calendars
- Academic calendar
- District and school events
- Community-sponsored events

News

03/09/15
Cooking Healthy Meals and Manipulating Molecules - Highlights for March 10-16, 2015
A hundred high schoolers will get hands-on experiences with potential future careers in STEM (Scienc... Read more

03/05/15
Students Bolster Brainpower with School Breakfast
With the recent expansion of flexible eating options, SFUSD is seeing a big leap in the number of st... Read more

More News

SFUSD
San Francisco Unified School District
555 Franklin Street, Room 106 San Francisco, California 94102-4456
Office of the Board of Education
(415) 241-6427

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Superintendent of Schools and Secretary of the Board

Richard A. Carranza

NOTICE OF MEETING AND AGENDA
AUGMENTED CURRICULUM AND PROGRAM COMMITTEE
BOARD OF EDUCATION
Irving G. Breyer Board Meeting Room
555 Franklin Street, First Floor
San Francisco, California 94102
Monday, March 2, 2015
6:00 p.m.

ACTION ITEMS:

151-27Sp1 – Authorization to Grant or in the Alternative Deny the Renewal Petition for KIPP Bayview Academy Charter School

151-27Sp2 – Authorization to Grant or in the Alternative Deny the Renewal Petition for KIPP San Francisco Bay Academy Charter School

UPDATE/OVERVIEW ON THE FOLLOWING INFORMATIONAL ITEMS:

- Health Education Plan
- School Quality Improvement System (SQIS)
- African American Initiative Update
- Expanded Math Update

COMMITTEE MEMBERS

Mr. Matt Haney, Chair
Ms. Sandra Lee Fewer
Mr. Shamann Walton

INVITED BOARD MEMBERS

Ms. Hydra Mendoza-McDonnell
Dr. Emily M. Murase
Ms. Rachel Norton
Ms. Jill Wynns

Augmented Committee

This is an Augmented Committee Meeting. Board Members who are not assigned to this Committee are invited to participate in the meeting but will not vote on matters before this Augmented Committee.

Public Comment

Members of the public may address the Curriculum & Program Committee on items within the subject matter jurisdiction of the Committee but which do not appear on the Agenda. Speakers shall address their remarks to the Committee as a whole and not to individual Board Members or District staff. There shall be no discussion of public comment with the exception of clarifying questions and/or referral of the issue to staff.

CORE WAIVER UPDATE – SCHOOL QUALITY IMPROVEMENT SYSTEM
AUGMENTED CURRICULUM AND PROGRAM COMMITTEE
BOARD OF EDUCATION MEETING
March 2, 2015

School Quality Improvement System

Principle 1	Principle 2	Principle 3
College and Career Readiness for All Students • CCSS Implementation and Professional Development • SBAC Implementation	Differentiated Recognition, Accountability and Support • School Quality Improvement Index • Interventions and Support for Priority and Focus Schools	Supporting Effective Leadership and Instruction • Alignment of Evaluation System to Common Educator Effectiveness Guidelines

1. **Waiver Renewal and Amendments**
   - Waiver renewal submission: March 31, 2015
   - Public comment is welcome:
     http://bit.ly/CORErenewal
     emailing core@caedpartners.org
     fax (916) 244-0250 or phone (916) 596-2548
     via regular mail to 1107 9th Street, Suite 500, Sacramento, CA 95814

2. **Principle 2**
   - SEL/Culture-Climate Survey field test launch update
     - Online survey links distributed to schools – Student, Staff and Family surveys
     - Accelerated launch of Family survey to honor school requests to get links for parent conferences
     - School & Community Partnerships Office sponsored trainings to support school efforts
     - Timeline: Student and Staff surveys – March 27, 2015
       Family Surveys – May 29, 2015

SFUSD SAN FRANCISCO PUBLIC SCHOOLS

Richard A. Carranza
Superintendent of Schools
555 Franklin Street, Room 301 | San Francisco, CA 94102
PH: (415) 241-6121 | Email: richardcarranza@sfusd.edu

February 2015

Dear SFUSD Community:

The San Francisco Unified School District is one of seven California school districts collaborating as part of CORE Districts that was approved for an NCLB flexibility waiver by the U.S. Department of Education in August 2013. This waiver allows the participating districts to implement the School Quality Improvement System in place of federal NCLB rules, shifting the orientation of our district's work towards a collective effort to prepare all students for college and career. This unprecedented holistic approach to accountability is intended to eliminate disparity and disproportionality in all subjects and across academic, social-emotional, and culture-climate domains.

Staff from SFUSD and the other participating districts worked together throughout the first year of implementation to refine the accountability model, we reported these changes to the School Quality Improvement System as amendments when we requested extension of the waiver approval. On September 12th, 2014, the U.S. Department of Education approved a one year extension of the CORE waiver. With that extension, some of the requested amendments were approved while others were held for consideration until final development was complete. The extension has given the CORE districts additional time to apply innovative and holistic approaches to preparing all students for college and career while we finalize technical elements of the metrics we will use to hold our districts accountable for student success and complete development of educator evaluation guidelines.

In March 2015, SFUSD in partnership with six other participating districts, will request a three year extension of the School Quality Improvement System. This request submission will include finalized accountability system metrics, Common Core State Standards (CCSS) and aligned assessment (SBAC) implementation updates, and educator evaluation guidelines developments.

We are interested in sharing additional information about the School Quality Improvement System with you and hearing your comments about the CORE waiver extension request. You can learn more about the extension request in the following ways:

- Visit http://coredistricts.org/school-quality-improvement-system/
- Visit http://www.sfusd.edu/
- Attend the Augmented Curriculum and Program Committee meeting on March 2, 2015

General public comments may also be provided through: http://bit.ly/CORErenewal, emailing core@caedpartners.org, faxing (916) 244-0250, calling (916) 596-2548, or via regular mail to 1107 9th Street, Suite 500, Sacramento, CA 95814. You can also contact Jill Hoogendyk, Executive Director – Curriculum & Instruction at (4150 379-7618. The public comment window will be open between Comments received by March 13, 2015 will be summarized and sent to the CORE Board by March 20, 2015 and considered as part of the extension request.

The CORE Board, comprised of the superintendents from each of the CORE districts, will review public comments and feedback before making final decisions related to submission of the finalized extension request in late March 2015. Thank you for your continued support of SFUSD students and schools.

Sincerely,

Richard A. Carranza

Stakeholder Engagement 2014-15

CORE Waiver Development and Finalization

A note about CORE stakeholder engagement data

- Feedback from two sources:
  - Group sessions with feedback submitted by facilitators (45 sessions to date with over 600 participants)
  - Individual survey responses (69 responses)

- In terms of group input sessions,
  - 30 involved LAUSD stakeholders
  - One involved LBUSD stakeholders
  - Nine involved FUSD stakeholders
  - Four involved OUSD stakeholders
  - Four involved SFUSD stakeholders
- Feedback was broken into categories: general feedback, data included in metric, use of data, and weights of metric

Stakeholder engagement themes regarding growth measures

- **Basics:** 28 items; largest response in regards to what data was included in the metric
- **General Feedback**
  - Mostly positive feedback on including growth along with achievement data
- **Data Included in Metric**
  - Concern re lack of transparency of metric, including lack of access to data plus a lack of understanding of how metric is calculated
  - Concerns about exactly what comparisons are being made (eg are schools being compared to similar schools?)
  - Question posed about high transiency rate at a number of schools impacting the growth data available to secondary schools for a majority of their students
  - Concern about transition to SBAC and how long it will take for this metric to be valid/meaningful
  - Concern about only testing in 8th and 11th grade in terms of best supporting student's needs over the years – it feels like a gap of relevant data
  - Recommendation to include exposure and access to technology as a factor in assessing schools. Schools with a device for every school should not be compared to those without due to potential impact on scores.
- **Use of Data**
  - We could use the data to see who is growing and why, as well as assess/highlight the effectiveness of certain instructional techniques
- **Weights of Metric**
  - None from meeting feedback

Stakeholder input on SEL

- **Basics:** 33 items; largest response focused on positive feedback about importance of and inclusion of this metric
- **General Feedback**
  - Many respondents, including parents who participated, are glad this is part of the conversation because it will support schools in focusing on and improving these skills in their students but also providing better support. This is viewed as a foundation for better achievement
  - Which of these areas of social-emotional learning is most important to you? (feedback based on 47 respondents on individual form) Growth Mindset 23%, Self-Efficacy 17%, Self-Management 15%, Social Awareness 9%, Other 0%
  - Self-Efficacy and Growth Mindset are somewhat similar so if a meeting of LAUSD principals had to choose two metrics, they would choose Self Management plus one of those two.
  - At an SFUSD District Staff mtg, they selected Growth Mindset, Self Management and Social Awareness as the most important areas.
  - Attendees at the LAUSD ISIC Learning Leaders mtg felt Self-Management and Social Awareness to be two of the most important areas
  - Four meetings involving LAUSD parents and principals ranked Growth Mindset as the most important factor within the Social-Emotional Learning indicator.
- **Data Included in Metric**
  - There were differences in opinion for which metrics were the most important/valuable, but most respondents selected Growth Mindset, Self Management and Social Awareness as their top choices.
  - Some concerns about an adequate number of students completing surveys or even participating to get sufficient data.
- **Use of Data**
  - This data can be used to inform instruction and allow teachers to be more intentional
  - This data can be used to inform staffing and PD

Stakeholder input on culture-climate

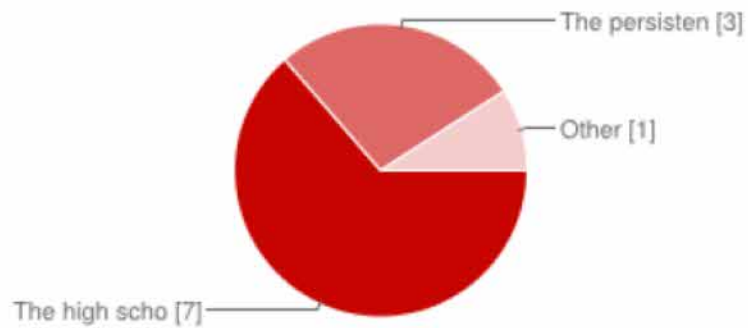
- **Basics:** 30 items; balanced responses across categories with additional questions/recommendations raised around survey administration
- **General Feedback**
  - A number of respondents commented on the importance of a positive climate to support student achievement
  - Additionally a number of respondents noted that these surveys allow for better communication and better support from the community for students to get better results
- **Data Included in Metric**
  - Suggestion that questions be formulated to 1). support families with a wide variety in their experiences at schools and various levels of literacy, 2). avoid pre-determined responses, and 3) be subjective.
- **Survey Administration**
  - Need for serious capacity building and support to do a high-quality survey, especially with parents
  - Looking for guidelines for minimum response rates and guidance on how this survey coordinates with other district surveys
- **Use of Data**
  - A number of respondents noted that it is critical to know what's going on from different vantage points in order to make the necessary changes and provide the necessary supports
- **Weights of Metric**
  - Concern about putting too much weight on surveys due to their subjective nature vs concrete student achievement data, potential for a limited number of completed surveys to impact entire school, and personal bias of respondents impacting data

Stakeholder input on high school readiness

- **Basics:** 27 items; balanced responses focused primarily on general metric feedback and thoughts re the data included in the metric
- **General Feedback**
  - Respondents share a lot of positive feedback on the shift to readiness, especially away from just persistence
  - Questions were raised about the actionability of these indicators, especially for MS principals and staff
- **Data Included in Metric**
  - Respondents recommended including proficiency in both Math and ELA to align better with CCSS's focus and to capture a better rounded picture of a student
  - Suggestion to look at indicators for students at risk for not graduating rather than readiness indicators
- **Use of Data**
  - Concern shared that this metric was not as useful without the necessary funding towards an effective intervention and support system
  - Some respondents felt the data could be used to focus resources
  - Suggestion that this metric seems more meaningful in terms of informing middle schools on how they can better prepare students for high school
  - Suggestion that this metric would be useful to correlate with intervention programs to find the most effective
- **Weights of Metric**
  - None in meeting feedback

Seven of the 11 respondents who weighed in on whether to use HS Readiness or persistence, preferred the HS Readiness approach.

3A. Which approach would you recommend?



The high school readiness metric that looks at whether or not 8th graders show characteristics of high school readiness	**7**	15%
The persistence rate that measures how many 8th graders are enrolled in 10th grade	**3**	6%
Other	**1**	2%

Stakeholder input on making special ed disproportionality info only

- **Basics:** 12 items; most responses focused on providing general feedback and posing questions about the metric
- **General Feedback**
  - There was a question posed by multiple respondents regarding the appropriateness of including SPED identification in the rating of a school. Due to unique characteristics/populations of each school, how would this be fairly measured at the school level?
  - Another team felt this was appropriate to serve as a metric for schools. They felt schools need to be more reflective of instructional and behavioral practices that are supportive of students with disabilities.
- **Data Included in Metric**
  - Schools may be afraid to refer students to Special Education because it could penalize them.
  - Some schools have greater existing Special Education resources – this needs to be considered in the data.
- **Use of Data**
  - Recommendation that a student's data should be applied to resident school.
  - One team noted that with this, as with all metrics, we need to develop a within-district clarity around protocols and interpretive/analytic methods for making actionable use of this data.
- **Weights of Metric**
  - None in meeting feedback

Stakeholder input on Chronic Absence

- **Basics:** 16 items; primarily focused on general metric feedback and thoughts re the data included in the metric
- **General Feedback**
  - Strong positive feedback, especially from parent meetings, on this metric in general, noting that attention focused here will translate to improved performance on all metrics, including academic achievement
- **Data Included in Metric**
  - There were questions from a number of respondents regarding what counts towards absenteeism, eg suspension/expulsions, chronically tardy students, students who are regularly removed from their classroom for some reason, etc
  - The recommendation was made that the 45 day rule be at the school, not the district. A student's absences at another school should not count against their current school
  - A few respondents commented that they felt there were valid reasons, such as medical conditions, that would prevent a student from hitting their target attendance rates. These could unfairly and negatively impact the schools' data and rating.
- **Use of Data**
  - A question was raised as to what support schools would be getting from their district to support implementing action plans based on this data to reduce chronic absenteeism
- **Weights of Metric**
  - Recommendation that chronic absenteeism should be weighted heavily because schools can impact it, and it's so critical to everything else, including academic achievement and engagements plus minimizes risk for many social/emotional issues

Stakeholder input on Percent of Students Suspended/Expelled

- **Basics:** 20 items; balanced responses across all categories
- **General Feedback**
  - Positive feedback in regards to shifting from focus on the negative and being responsive to problems to implementing appropriate and necessary interventions as prevention
  - A number of respondents noted that suspension/expulsion should be a last resort. Schools need to identify the root problems and expend energy preventing suspensions
  - General feeling that the metric was easily understandable and straightforward
- **Data Included in Metric**
  - Recommendation that the number of suspensions vs expulsions should be considered
  - Also, we need to consider how to count suspensions (eg number of suspensions vs number of students suspended – "repeat offenders" who have multiple suspensions could heavily impact a school's data
  - A concern was shared about consistency and accuracy in reporting suspensions is key – many schools feel they are being pressured not to suspend students, therefore a low suspension rate does not necessarily equate to a positive school culture/climate
  - Suggestion to think about expanding the metric to capture negative disciplinary methods more broadly than just suspensions and expulsions -- CORE districts may need to develop some common ways of classifying and capturing disciplinary measures
- **Use of Data**
  - Data from this metric can be used to analyze and evaluate patterns of time, instances, types of behaviors penalized, etc
  - Another group noted that analyzing data over time and within certain subgroups is essential
  - Metric can influence a school's existing positive behavior support plan in order to update it and may provide for more effective interventions
- **Weights of Metric**
  - Recommendations were made to apply a lower weight to this metric because 1) the data can be easily manipulated, and 2) schools do not have much power or control in regards to policy around it.

Stakeholder input regarding the English Learner metric

- Basics: 37 items; majority of responses focused on the data included (or not included) in the metric and its rationale/formula
- General Feedback
  - A solid number of respondents commented on the metric being overly complex and the rationale and formula being confusing
  - A number of respondents commented on the importance of reclassifying EL students as quickly as possible so they can be assigned to regular classes
  - A number of respondents recommended exploring and supporting avenues other than pure academics to influence student performance, including increased family engagement
- Data Included in Metric
  - Concerns were raised about waiting until Year 5 to account for reclassification to ensure appropriate schools get credit for redesignation
  - Concerns were raised about EL students with other factors affecting their progress (eg Special Education needs) unfairly impacting the data
  - A number of respondents recommended considering additional factors, such as a school's transiency rates, a school's LEP percentages, etc, in terms of how data should be viewed.
  - Concerns were raised about this metric only accounting for LTELs. They recommended this capture data about a wider range of EL students or carry a lower weight.
- Use of Data
  - None
- Weights of Metric
  - The recommendation was made to think through the idea of different weights for ES, MS and HS levels

Stakeholder input on weights

- **Basics:** 7 items; all responses focused on recommended weights of metric
- **General Feedback**
  - None
- **Data Included in Metric**
  - None
- **Use of Data**
  - None
- **Weights of Metric**
  - Having SEL/CC metric at 40% makes things more fair. 40% is significant.
  - Parents at a number of meetings agreed that SEL/CC metrics should carry an even weight at ES, MS and HS levels
  - Need to give it enough weight to incentivize schools, families and students to make completing the surveys a priority and to focus on community engagement
- **Other**
  - None

Feedback on Weights of Metrics

- **Social Emotional Domain**
  - Parents at an LAUSD Title 1 Study Group rated 5 measurable areas on social-emotional domain. Out of 100, they rated:
    - Social-Emotional Skills (31)
    - Student/Staff/Parent surveys (22)
    - Chronic Absenteesm (20)
    - 5-year reclass rate (17)
    - Suspension/Expulsion rate (10).
  - Parents at LAUSD ESC West Title 1 Study Group (10/10) rated (value out of 100):
    - Social-Emotional Skills (30)
    - Student, Staff, Parent Surveys (24)
    - Suspension/Expulsion Rate (17)
    - 5-Year Reclassification Rate (16)
    - Chronic Absenteeism (13)
  - Principals at LAUSD ESC South Ntwk Mtg recommended (out of 40%):
    - 5-Year Reclass rate (15%)
    - Chronic Absenteeism (10%)
    - Suspension (10%)
    - Survey (5%)
  - Parents at an ESC North 10/24 mtg recommended (value out of 100):
    - Social-Emotional Skills (28)
    - 5-Year EL Reclassification Rate (21)
    - Chronic Absenteeism (20)
    - Student, Staff, Parent Surveys (16)
    - Suspension/Expulsion Rate (15)
  - From LAUSD ESC East 10/23 mtg, Absentee Rate, EL Re-designation Rate, and Special Education Identification are of critical importance, are measurable and should weigh more than others in this domain.
  - At LAUSD ESC East SQII mtg recommended (out of 40%):
    - Staff/parent surveys (10%)
    - Social-Emotional Skills (10%)
    - SPED identification (5%)
    - Chronic Absenteeism (5%)
    - EL Reclassification Rate (5%)
    - Suspension/Expulsion (5%)

Feedback on Weights of Metrics

- **Comments re weight of SEL and Culture-Climate Surveys**
  - Attendees at LAUSD ESC South Network Principals meeting noted that having SEL/CC at 40% makes things more fair – 40% is significant.
  - The Social-Emotional domain should be 5-15 points of the metric.
  - From LAUSD ESC East 10/23 mtg, some factors should weigh more than others in this domain. Of critical importance and measurable are: Absentee Rate, EL Re-designation Rate, and Special Educ Identification.
  - Many parents at Title I Study Groups agreed that SEL/CC domain should carry equal weight in elementary, middle and high schools.

Metric specific feedback on Weights

- **Academic Growth**
  - None
- **Academic Performance**
  - None
- **Chronic Absenteeism**
  - Absenteeism should be weighted heavily as part of SEL/CC domain because the school can impact it and it's so critical to everything else.
  - This measure is very important. This should be weighted higher and is tied to parent involvement.
  - The weight should vary depending on the level of school (ES, MS and HS). Each have different needs and issues due to the students' age, maturity and parent engagement. Perhaps the weights by school level should be 15% ES, and 10% MS and HS.
- **High School Readiness**
  - **None**
- **Special Education Disproportionality**
  - **None**
- **Suspensions/Expulsions**
  - Susp/Exp should be weighted lower than other metrics because the schools do not have much power/control in regards to policy around it.
  - Susp/Exp should be weighted with the lowest percentage in this domain (eg 4%) because this element can be easily manipulated.
  - Susp/Exp should be weighted lower than parent/staff surveys and social/emotional skills.
  - Representatives from LAUSD note that a lot of progress has been made here and that policies made here suggest that maybe this metric should hold a lower weight
  - If schools are not suspending students so they lower their suspension rates because that's what the district is telling us to do then this data collection is inaccurate. This should be weighed lower than 20%
- **English Learner Re-Designation**
  - Might we consider more weight on elementary or secondary schools?
  - Think about considering size of the student population addressed by a metric when determining its weight. For example, redes rate includes 5 year+ EL students so for elementary, that could be one grade, whereas the attendance metric includes all grades.
  - This metric is really important and should have more weight- but concern about whether or not schools with larger EL populations will be penalized disproportionately
  - Redesignation is important in terms of considering its weight though the 5+ year metric incentivizes the school to delay redesignations

Stakeholder Input on Graduation Measures

- **Basics:** 20 items; majority of responses related to the data included in the metric
- **General Feedback**
  - Suggested the use of a college readiness metric like the Early Assessment Program percentage of students college ready or conditionally ready
  - Several respondents at one of the larger meetings had positive reactions to the 5-year and 6-year graduation rates in particular
  - Some requests for more clarity on the metric
- **Data Included in Metric**
  - A number of respondents did not understand how the graduation year corresponds to the 4, 5 and 6 year grad span. They asked for target graduation rates for each group
  - A number of respondents asked if the age limits would be lifted
  - A suggestion was made to set a graduation cohort specific to the needs of a particular student – eg, ELD Level 1 students lack English skills and may have lower academic outcomes than some other students
- **Use of Data**
  - Use of data from this metric would enable schools to determine intervention strategies for specific students
  - Recommendation to compare cohorts to each other in order to analyze student achievement
- **Weights of Metric**
  - Request for clarity on how the percentages or weights are determined for all students and all subgroups – need examples of how the percentages are calculated in order to determine the weightings

School Quality Improvement System

CORE Districts was approved for a district-consortium request for a federal NCLB waiver on August 6th, 2013. The waiver plan, called the School Quality Improvement System, calls for a reorientation of districts' work towards a collective effort to prepare all students for college and career, with districts assuming unprecedented accountability to eliminate disparity and disproportionality in all subjects and across the academic, social/emotional, and culture/climate domains.

Active Amendment Requests for CORE's March 2015 Waiver Extension Request

On March 31, 2015, the CORE Districts will be submitting a request to extend the CORE Waiver into the next three school years.

- Click here to review an active list of amendment requests. Note that we will be updating this list over the course of February 2015.
- Click here to submit public comments about these amendments or the CORE Waiver in general. You may also submit public comments by emailing core@caedpartners.org, faxing (916) 244-0250 or via regular mail to 1107 9th Street, Suite 500, Sacramento, CA 95814.

Updated Information about the School Quality Improvement Index

- Brief Summary of All Metrics
- Academic Domain
  - Academic Performance
  - Academic Growth
  - High-School Readiness (of 8th Grade Students)

Stakeholder Input on The CORE Waiver Renewal for SY16 to SY18

Please provide us with your feedback on any of the proposed amendments on the CORE waiver, and/or the CORE waiver overall.

Thank you.

* Required

Stakeholder: *

Please select the group you most identify with:

- [ ] Teacher
- [ ] Administrator
- [ ] Student
- [ ] Parent
- [ ] Community-based organization
- [ ] Civil Rights organization
- [ ] Organizations representing students w/disabilities
- [ ] Organizations representing English Learners
- [ ] Business organizations
- [ ] Institutions of higher education (IHEs)
- [ ] Indian Tribes
- [ ] Other:

Level of Engagement with CORE Waiver Efforts (choose one)

At what level are you engaged in efforts related to the CORE Waiver:

- [ ] High
- [ ] Medium
- [ ] Low

In what ways have you been involved with the CORE Waiver efforts?

Other:

Level of Engagement with CORE Waiver Efforts (choose one)
At what level are you engaged in efforts related to the CORE Waiver:

- High
- Medium
- Low

In what ways have you been involved with the CORE Waiver efforts?

District
Which CORE Waiver Districts are you associated with:

- Fresno
- Los Angeles
- Long Beach
- Oakland
- Sanger
- Santa Ana
- San Francisco

Comments and Feedback: *
We appreciate and value all of your input.

Submit

Never submit passwords through Google Forms.

APPENDIX H. SCHOOL QUALITY IMPROVEMENT SYSTEM DRAFT PEER REVIEW EVALUATION RUBRICS

Below are the current versions of the Peer Review Evaluation Rubrics. The CORE Board may review and make adjustments to the rubrics to ensure ongoing relevant and rigor.

2014-15 CORE Waiver Principle 1: CCSS/SBAC Implementation Rubric

Expectation	5 (highest score)	4	3	2	1 (lowest score)
E1. LEA provides a system of Common Core State Standards- based professional learning opportunities	LEA provides a multi-year system of CCSS-aligned professional learning opportunities to all teachers and leaders that is job-embedded and allows for differentiation based on identified needs.	LEA PROVIDES A MULTI-YEAR SYSTEM OF CCSS-ALIGNED PROFESSIONAL LEARNING OPPORTUNITIES TO TEACHERS AND LEADERS THAT ALLOWS FOR DIFFERENTIATION BASED ON IDENTIFIED NEEDS.	LEA yearly provides multiple opportunities CCSS-aligned professional learning opportunities to teachers and leaders.	LEA provides annual CCSS-aligned professional learning opportunities to teachers and leaders.	LEA is not providing CCSS-aligned professional learning opportunities to teachers and leaders.
E2. LEA provides a system of continuous professional learning based on implementing CCSS and Non-Tested Grades and Subjects aligned assessments	LEA provides a multi-year system of ongoing professional learning addressing CCSS- and NTGS assessments including SBAC-like items within a balanced assessment system (for identified teachers and leaders).	LEA provides a multi-year system of ongoing professional learning addressing CCSS-aligned assessments to identified teachers and leaders based on including SBAC-like items.	LEA YEARLY PROVIDES PROFESSIONAL LEARNING BASED ON CCSS-ALIGNED ASSESSMENTS TO IDENTIFIED TEACHERS AND LEADERS INCLUDING SBAC-LIKE ITEMS.	LEA provides professional learning based on CCSS-aligned assessments to teachers and leaders including SBAC-like items.	LEA is not providing professional learning based on CCSS- aligned assessments to teachers and leaders.
E3. LEA IS IMPLEMENTING CCSS- ALIGNED ASSESSMENTS	LEA is implementing comprehensive CCSS-aligned assessments (linked to core instructional program) including SBAC-like items.	LEA is implementing comprehensive CCSS-aligned assessments (linked to core instructional program) including SBAC-like items.	LEA is partially implementing CCSS-aligned assessments (linked to core instructional program) including SBAC-like items.	LEA is partially implementing CCSS-aligned assessments.	LEA has not yet begun to implement CCSS-aligned assessments.
E4. LEA is fully implementing a CCSS-	LEA is fully implementing an	LEA IS FULLY IMPLEMENTING AN	LEA is partially implementing an	LEA is designing an instructional plan that	LEA has not designed an

Expectation	5 (highest score)	4	3	2	1 (lowest score)
aligned instructional plan.	instructional plan that includes the CCSS content and accompanying pedagogical shifts and is linked to student learning outcomes.	INSTRUCTIONAL PLAN THAT INCLUDES THE CCSS CONTENT AND ACCOMPANYING PEDAGOGICAL SHIFTS.	instructional plan that includes the CCSS pedagogical shifts.	includes the CCSS pedagogical shifts.	instructional plan that includes the CCSS pedagogical shifts and learning outcomes.
E5. LEA's CCSS-aligned instructional plan addresses the specific learning needs of low achieving students, high achieving students, students with disabilities and English language learners.	LEA's CCSS-aligned instructional plan thoroughly addresses the learning needs of all identified subgroups.	LEA's CCSS-aligned instructional plan adequately addresses learning needs of all of the identified subgroups.	LEA's instructional plan partially addresses the learning needs of the identified subgroups.	LEA's instructional plan minimally addresses the learning needs of the identified subgroups.	LEA's instructional plan does not address one or more of the identified subgroups.

2014-15 CORE Waiver Principle 2: Differentiated Recognition, Accountability and Support Rubric & Guidance

Expectation	5 (highest score)	4	3	2	1 (lowest score)
E1. LEA has engaged stakeholders around School Quality Improvement System implementation	Conducted **regular,** meaningful stakeholder engagement on the School Quality Improvement Index and School Support Interventions to administrators, teachers, other staff, parents, and the local community in multiple easy-to-access fashions.	LEA consulted on **both aspects** (the Index and School Support Interventions) of Principle 2 to some—but not all—relevant stakeholders in multiple, easy-to-access fashions.	LEA consulted on **partial aspects** of Principle 2 to some—but not all—relevant stakeholders in multiple, easy-to-access fashions	LEA **attempted** to consult on partial aspects of Principle 2 to some—but not all—relevant stakeholders	LEA **did not attempt** to consult on Principle 2 to relevant stakeholders
E2. LEA has collected and reported data required for the SQII and its development	LEA collected and reported all required data requested by CORE to data partner in a timely fashion and in desired forms	LEA collected and reported all required data requested by CORE to data partner	LEA collected and reported all required data requested by CORE to data partner, but did not do so in a timely manner	LEA failed to collect and report all required data, but has prepared a compensatory plan of action	LEA failed to collect all required data or failed to resolve outstanding data issues with data partner
E.3 LEA has implemented School Quality Improvement System Requirements	LEA has implemented **all** School Quality Improvement System requirements, including interventions for all Priority Schools, Focus Schools, and other support schools, as well as required activities for Reward and other collaborative partner schools.	LEA has implemented **most** School Quality Improvement System requirements, including interventions for all Priority Schools, Focus Schools, and other support schools, as well as required activities for Reward and other collaborative partner schools.	LEA has implemented **many** School Quality Improvement System requirements, including interventions for all Priority Schools, Focus Schools, and other support schools, as well as required activities for Reward and other collaborative partner schools.	LEA has implemented **some** School Quality Improvement System requirements, including interventions for all Priority Schools, Focus Schools, and other support schools, as well as required activities for Reward and other collaborative partner schools.	LEA **did not attempt to implement** School Quality Improvement System requirements, including interventions for all Priority Schools, Focus Schools, and other support schools, as well as required activities for Reward and other collaborative partner schools.

2014-15 CORE Waiver Principle 3: Supporting Effective Instruction Rubric & Guidance

Expectation	5 (highest score)	4	3	2	1 (lowest score)
LEA meaningfully engages stakeholders in the development, pilot and implementation of EES.	Multiple information sessions are held with different stakeholder groups and feedback is used to inform EES design decisions.	Multiple information sessions are held with intentional efforts to seek input from different groups of stakeholders	Multiple information sessions are held for specific stakeholder groups	One or two information sessions are held for specific stakeholders.	No information sessions are held to describe the EES to stakeholders.
EES uses viable methods to differentiate among 4 levels of effectiveness clearly defined and supported with required training and annual calibration for inter-rater reliability.	EES has four effectiveness ratings, clearly defined and supported with annual required training and/or calibration activities for supervisors.	EES has three effectiveness ratings that are defined and supported with annual required training and/or calibration activities for supervisors.	EES has three effectiveness ratings, clearly defined and supported with an annual review of the EES for supervisors.	EES has three effectiveness ratings that are not defined.	EES has two levels of effectiveness.
EES cycle incorporates multiple data sources, collected with sufficient frequency, to determine effectiveness.	EES cycles incorporate multiple (2 or more) observations[54] and other evidence (including student outcomes using state assessments) throughout the evaluation cycle to determine progress and effectiveness ratings.	EES cycles incorporate at least two observations and other pieces of evidence (including student outcomes common across district) to determine progress.	EES cycles incorporate one observation and locally (district) developed student outcome measures to determine effectiveness ratings.	EES cycles incorporate one observation and other evidence common within school or classroom.	EES cycles incorporate one observation and no other evidence of effectiveness or impact.
EES is aligned with CORE Common Evaluation Guidelines for Teachers and Leaders.	EES incorporates all of the priorities and components of the CORE Guidelines.	EES incorporates at least 75% of the priorities and all linked components.	EES incorporates at least 50% of the priorities and all linked components.	EES incorporates 50% of the priorities but not all linked components.	EES incorporates less than 50% of the priorities.
EES includes meaningful feedback cycles connected to professional growth.	EES provides structures to facilitate meaningful feedback that is adjusted throughout each evaluation cycle and clearly linked to	EES provides structures for meaningful feedback that is linked to professional growth goals for the individual as well	EES provides structures for some feedback that is linked to district and school professional	EES provides structures for some feedback, but it is not linked to a	EES provides minimal to no structures for feedback.

Revised 4/9/14

[54] Observations apply to teacher evaluations only.

Expectation	5 (highest score)	4	3	2	1 (lowest score)
	professional growth goals for the individual as well as the district and school.	as the district and school.	development priorities.	professional growth goal or a LEA/school PD priority.	
EES informs cycles of instructional collaboration, coaching and/or professional learning.	EES directly informs opportunities for all educators to connect with peers or groups of peers with similar instructional goals or with needed expertise in networks for learning and collaboration.	EES links only new educators and educators in need of improvement to peers with needed expertise to improve practice. (e.g. Coaching, mentoring, PAR)	All educators participate in professional learning and collaboration focused on instructional goals determined by building supervisors or the district. This process is not linked to the EES.	New educators are given professional support to improve practice. This process is not linked to the EES.	No educators participate in professional learning or collaborations.
EES incorporates one of the two SQIS options for measuring impact on student learning.	EES ratings account for the use of SQIS growth measures (TBD) using one of the two available options or an approved alternative.	EES ratings account for impact on student learning using state and district assessment data.	EES ratings reflect impact on student learning using district assessment data.	EES ratings reflect impact on student learning using school site assessment data only.	EES ratings do not include impact on student learning measures.
EES incorporates approved measures of student growth in non-tested subjects and grades for measuring impact on student learning.	LEA implements methods to determine student growth measures for non-tested grades and subjects that comply with SQIS's and/or USED approved design parameters.	LEA pilots methods to determine student growth measures for non-tested grades and subjects that comply with SQIS's and/or USED approved design parameters.	LEA designs local methods for determining student growth measures in non-tested grades and subjects that comply with SQIS's and/or USED approved design parameters.	LEA researches methods for determining student growth measures in non-tested subjects and grades.	Not applicable.
LEA utilizes EES to inform recruitment, promotion, tenure, transfer, lay off and dismissal decisions.	LEA defines and implements parameters for the use of EES results in recruitment, promotion, tenure, transfer, lay off and dismissal decisions.	LEA pilots defined parameters for the use of EES in personnel decisions.	LEA defines parameters for use of EES in personnel decisions.	LEA researches potential parameters for use of EES in personnel decisions.	EES is not used for personnel decisions.

APPENDIX I: EDUCATOR EVALUATION RESOURCES AVAILABLE ON LEA WEBSITES

CCSS and Educator Evaluation Resources Available on LEA Websites

Fresno Unified School District

Common Core State Standards

- FUSD has dedicated a subdomain of their website to CCSS, with sections regarding The Standards, their implementation plan, English, Math, Parents, Administrators, Teachers, and FAQs (http://beta.fresnounified.org/dept/sss/ccss/Pages/default.aspx)

Educator Evaluation and Support

- FUSD has dedicated a subdomain of their website to Professional Learning (http://www.fresnounified.org/staff/pl/default.aspx)

Long Beach Unified School District

Common Core State Standards

- LBUSD posted a notice about CCSS, linking www.corestandards.org, in August of 2010 (http://www.lbschools.net/Main_Offices/Superintendent/Public_Information/Newsroom/articleDetails_NEW.cfm?articleID=1251).
- The Mathematics sub-section of the Curriculum section of the LBUSD website links to several CCSS resources, including:
    - Introduction to the Common Core State Standards (http://www.lbusd.k12.ca.us/Main_Offices/Curriculum/Areas/Mathematics/docs/ccssi-introduction.pdf)
    - Common Core State Standards for Mathematics (http://www.lbusd.k12.ca.us/Main_Offices/Curriculum/Areas/Mathematics/docs/CCSSI_Math%20Standards.pdf)
    - Mathematics Appendix A (http://www.lbusd.k12.ca.us/Main_Offices/Curriculum/Areas/Mathematics/docs/CCSSI_Mathematics_Appendix_A.pdf)

Educator Evaluation and Support

- There is a sub-section of the Curriculum section of the LBUSD website dedicated to Professional Development (http://www.lbschools.net/Main_Offices/Curriculum/Professional_Development/)
- The Professional Development sub-section includes webpages on:
    - Professional Development Vision Statement (http://www.lbschools.net/Main_Offices/Curriculum/Professional_Development/vision.cfm)
    - Professional Development Standards (http://www.lbschools.net/Main_Offices/Curriculum/Professional_Development/prof_dev_standards.cfm)
    - Professional Development Plan (http://www.lbschools.net/Main_Offices/Curriculum/Professional_Development/prof_dev_plan.cfm)
    - Teacher Certification (http://www.lbschools.net/Main_Offices/Curriculum/Professional_Development/teacher_cert.cfm)
    - New Teacher Support (http://www.lbschools.net/Main_Offices/Curriculum/Professional_Development/BTSA/)

- The National Board for Teaching Standards (http://www.lbschools.net/Main_Offices/Curriculum/Professional_Development/nat_board_teach_stand.cfm)
- Elementary Lead Teacher Training in Math (http://www.lbschools.net/Main_Offices/Curriculum/Professional_Development/teacher_training_math.cfm)
- Elementary Lead Teacher Training in ELA (http://www.lbschools.net/Main_Offices/Curriculum/Professional_Development/teacher_training_ela.cfm)
- Training Calendars (http://www.lbschools.net/Main_Offices/Curriculum/Professional_Development/training_calendars.cfm)
- The Professional Development Management System (http://www.lbschools.net/Main_Offices/Curriculum/Professional_Development/prof_dev_catalogue.cfm)
- The Professional Development Verification Request (http://www.lbschools.net/Main_Offices/Curriculum/Professional_Development/prof_dev_verification.cfm)

- There is a sub-section of the Curriculum section of the LBUSD website dedicated to a Teacher Resource Center (http://www2.lbusd.k12.ca.us/curriculum/TRC/teacher_resources(trc).htm)
- There is a section of the LBUSD website dedicated to Employees, which includes links to sub-sections on:
  - Administrative Assignments (http://www.lbschools.net/Main_Offices/Board_of_Education/administrative_assignments.cfm)
  - Bargaining Updates (http://www.lbschools.net/Employees/bargaining_updates.cfm)
  - Benefits (https://www.benefitenroll.com/BenefitsEnrollment/Logon.aspx)
  - Employee Relations (http://www.lbschools.net/Employees/employee_relations.cfm)
  - Human Resources (http://www.lbschools.net/Main_Offices/Human_Resources/)
  - Risk Management (http://www.lbschools.net/Main_Offices/Business_Services/Risk_Management/)
  - Technology Standards (http://www.lbschools.net/Main_Offices/Business_Services/Information_Services/Technology_Standards/)

Los Angeles Unified School District

Common Core State Standards

- LAUSD has dedicated a subdomain of their website to the Common Core State Standards, which includes webpages titled "Why Common Core?" (http://ccss.lausd.net/why-common-core), "Transitioning to the Core" (http://ccss.lausd.net/transitioning-core), "Comprehensive Assessment Programs" (http://notebook.lausd.net/portal/page?_pageid=33,1212454&_dad=ptl&_schema=PTL_EP), "Data Based Instruction" (http://data.lausd.net/), "My Data" (http://mydata.lausd.net/), and "RTI2" (http://rti.lausd.net/), and sections on Content, Professional Development, Assessments, Parents/Community, and Students, as well as a Twitter feed (https://twitter.com/lausdccss).
- The section on Content includes content websites for each of the following subjects:
  - English Language Arts (http://literacy.lausd.net/)
  - History/Social Studies (http://hss.lausd.net/)
  - Mathematics (http://math.lausd.net/)
  - Science (http://science.lausd.net/)
  - Technology (http://cctp-lausd-ca.schoolloop.com/)
  - Visual and Performing Arts (http://arts.lausd.net/)

- The section on Professional Development includes:
  - Summer 2013 Professional Development Opportunities (http://ccss.lausd.net/sites/ccss.lausd.net/files/UTLA%20announcement.pdf)
  - A Digital Professional Development Library (http://ccss.lausd.net/professional-development/digital-library)
- The section on Assessments includes several sample assessments and links to assessment resources (http://ccss.lausd.net/assessments)
- The section on Parents/Community includes links to LAUSD Parent Resource Booklets (http://ccss.lausd.net/parentscommunity)
- A section on Students will be available soon

Educator Evaluation and Support

- LAUSD has dedicated a subdomain of their website to Talent Management, which includes sections on Educator Growth & Development, Administrator Development, Teacher Development, and Policy & Partnerships (http://talentmanagement.lausd.net/).
- The section on Educator Growth and Development includes:
  - A Vimeo video featuring LAUSD Superintendent Dr. John Deasy speaking about LAUSD's Educator Growth and Development Cycle (EGDC) (http://vimeo.com/49242808)
  - Overview (http://talentmanagement.lausd.net/egdc-plan-overview) and FAQ (http://talentmanagement.lausd.net/educator_growth/FAQ) webpages related to LAUSD's Educator Growth and Development Cycle
  - Webpages corresponding to the Research and Development (http://talentmanagement.lausd.net/node/189), Initial Implementation (http://talentmanagement.lausd.net/educator_growth/IIP), and Scale-Up (http://talentmanagement.lausd.net/educator_growth/scale_up) phases of LAUSD's EGDC Multi-Phased Implementation plan (http://talentmanagement.lausd.net/three_phased-plan)
  - An Overview webpage for District Leaders, which includes a link to a Senior Executive Effectiveness Rubric (http://talentmanagement.lausd.net/educator_growth/overview; http://talentmanagement.lausd.net/sites/talentmanagement.lausd.net/files/LAUSD.senior%20executive%20effectiveness%20rubric%20and%20indicators.draft_.pdf)
  - Overview (http://talentmanagement.lausd.net/educator_growth/sl/overview) and Framework (http://talentmanagement.lausd.net/educator_growth/sl/Framework) webpages for School Leaders, the latter of which includes a link to the latest School Leadership Framework (http://talentmanagement.lausd.net/sites/talentmanagement.lausd.net/files/LAUSD%20School%20Leadership%20Framework%20%206-8-2013%20w%20Draft%20.pdf)
  - Overview and Framework webpages for Teachers
  - Explanations of each of the multiple measures to be used in Teacher evaluations:
    - Observation of Teacher Practice (http://talentmanagement.lausd.net/observation_of_teacher_practice)
    - Contributions to Student Outcomes (http://talentmanagement.lausd.net/contributions_to_student_outcomes)
    - Stakeholder Feedback (http://talentmanagement.lausd.net/stakeholder_feedback)
    - Contributions to School Community (http://talentmanagement.lausd.net/contributions_to_school_community)
  - A webpage dedicated to Differentiated Compensation and [Career] Pathways for Teachers (http://talentmanagement.lausd.net/educator_growth/teachers/Differentiated_Compensation_Pathwys)

- A listing of Teacher Resources (http://talentmanagement.lausd.net/educator_growth/content/teacher-resources), which includes:
  - The 2012-2013 EGDC Timeline (http://talentmanagement.lausd.net/sites/talentmanagement.lausd.net/files/Docs/EGDC/EGDC/EGDC12-13 timline.pdf)
  - Teaching and Learning Framework Rubrics (http://talentmanagement.lausd.net/sites/talentmanagement.lausd.net/files/Docs/EGDC/Teachers/TLF Booklet %28Color Version%29.pdf)
  - 2012-2013 Focus Elements (http://talentmanagement.lausd.net/sites/talentmanagement.lausd.net/files/Docs/EGDC/Teachers/LAUSD TEACHING AND LEARNING FRAMEWORK.pdf)
  - 2012-2013 Focus Element Rubrics (http://talentmanagement.lausd.net/sites/talentmanagement.lausd.net/files/Docs/EGDC/Teachers/TLF Focus Element Only Booklet %28Color Version%29.pdf)
  - A Self-Assessment Template (http://talentmanagement.lausd.net/sites/talentmanagement.lausd.net/files/Docs/EGDC/Teachers/SY 2012 2013 Self Assessment Template.pdf)
  - A Lesson Plan Template (http://talentmanagement.lausd.net/sites/talentmanagement.lausd.net/files/Docs/EGDC/Teachers/SY 2012 2013 Lesson Design Template.pdf)
  - Instructions for Completing the Self-Assessment on MyPGS (http://talentmanagement.lausd.net/sites/talentmanagement.lausd.net/files/Docs/EGDC/Teachers/Self-Assessment Instructions 2012-2013 FINAL.pdf)
  - Administrator Instructions for Viewing a Teacher's Self-Assessment (http://talentmanagement.lausd.net/sites/talentmanagement.lausd.net/files/Docs/EGDC/Teachers/%5BAdmin%5D Instructions for Viewing a Teacher%27s Self-Assessment.pdf)
  - A Self-Assessment Protocol (http://talentmanagement.lausd.net/sites/talentmanagement.lausd.net/files/Docs/EGDC/Teachers/SY 2012 2013 Teacher Self Assessment Protocol.pdf)
  - An exemplary self-assessment (http://talentmanagement.lausd.net/sites/talentmanagement.lausd.net/files/Docs/EGDC/Teachers/SY 2012 2013 Exemplary Teacher Self Assessment.pdf)
  - A non-exemplary self-assessment (http://talentmanagement.lausd.net/sites/talentmanagement.lausd.net/files/Docs/EGDC/Teachers/FINAL Non Examplary Teacher Self-Assessment.pdf)
  - Instructions for Completing the Individual Growth Plan on MyPGS (http://talentmanagement.lausd.net/sites/talentmanagement.lausd.net/files/Docs/EGDC/Teachers/%5BTeacher%5D Individual Growth Plan Instructions 2012-2013.pdf)
  - An Individual Growth Plan Protocol (http://talentmanagement.lausd.net/sites/talentmanagement.lausd.net/files/Docs/EGDC/Teachers/SY 2012 2013 IGP Protocol.pdf)
  - A Mid-Year IGP Protocol (http://talentmanagement.lausd.net/sites/talentmanagement.lausd.net/files/Docs/EGDC/Teachers/SY 2012 2013 Mid Year IGP Protocol.pdf)

- An End-of-Year IGP Protocol (http://talentmanagement.lausd.net/sites/talentmanagement.lausd.net/files/Docs/EGDC/Teachers/SY 2012 2013 End of Year IGP Protocol.pdf)
- An Exemplary IGP (http://talentmanagement.lausd.net/sites/talentmanagement.lausd.net/files/Docs/EGDC/Teachers/SY 2012 2013 Exemplary Teacher IGP.pdf)
- Lesson Plan Instructions 2012-2013 (https://talentmanagement.lausd.net/sites/talentmanagement.lausd.net/files/Lesson Plan Instructions 2012-2013.pdf)
- Example Lesson Plans for both Math and ELA at the elementary, middle, and high school level are included on the website. Exemplary and non-exemplary examples are available:
    - http://talentmanagement.lausd.net/sites/talentmanagement.lausd.net/files/Docs/EGDC/Teachers/SY 2012 2013 Exemplary Elem Math Lesson.pdf
    - http://talentmanagement.lausd.net/sites/talentmanagement.lausd.net/files/Docs/EGDC/Teachers/SY 2012 2013 Exemplary Elem ELA Lesson.pdf
    - http://talentmanagement.lausd.net/sites/talentmanagement.lausd.net/files/Docs/EGDC/Teachers/SY 2012 2013 Exemplary Secondary History Lesson.pdf
    - http://talentmanagement.lausd.net/sites/talentmanagement.lausd.net/files/Docs/EGDC/Teachers/SY 2012 2013 Non Exemplary Elem Math Lesson.pdf
    - http://talentmanagement.lausd.net/sites/talentmanagement.lausd.net/files/Docs/EGDC/Teachers/SY 2012 2013 Non Exemplary Elem ELA Lesson.pdf
    - http://talentmanagement.lausd.net/sites/talentmanagement.lausd.net/files/Docs/EGDC/Teachers/SY 2012 2013 Non Exemplary Secondary History Lesson.pdf
- Various observation instructions and protocols are also available:
    - http://talentmanagement.lausd.net/sites/talentmanagement.lausd.net/files/Docs/EGDC/Teachers/SY 2012 2013 Pre Observation Protocol.pdf
    - http://talentmanagement.lausd.net/sites/talentmanagement.lausd.net/files/Docs/EGDC/Teachers/SY 2012 2013 Formal Observation Protocols.pdf
    - http://talentmanagement.lausd.net/sites/talentmanagement.lausd.net/files/Docs/EGDC/EGDC/Protocols with 2nd Observer 2.6.13.pdf
    - http://talentmanagement.lausd.net/sites/talentmanagement.lausd.net/files/Docs/EGDC/Teachers/SY 2012 2013 Post Observation Protocol.pdf

        - http://talentmanagement.lausd.net/sites/talentmanagement.lausd.net/files/Docs/EGDC/Teachers/SY 2012 2013 Scoring Protocol.pdf
        - http://talentmanagement.lausd.net/sites/talentmanagement.lausd.net/files/Docs/EGDC/Teachers/SY 2012 2013 Informal Observation Protocol.pdf
        - http://talentmanagement.lausd.net/sites/talentmanagement.lausd.net/files/Docs/EGDC/Teachers/%5BAdmin%5D Informal Observations Instructions.pdf
        - http://talentmanagement.lausd.net/sites/talentmanagement.lausd.net/files/Docs/EGDC/Teachers/%5BTeacher%5D Informal Observations Instructions.pdf
        - http://talentmanagement.lausd.net/sites/talentmanagement.lausd.net/files/Docs/EGDC/Teachers/SY 2012 2013 End of Year Meeting Protocol.pdf
    - A Teacher Individual Growth Plan Resource Guide (http://talentmanagement.lausd.net/educator_growth/teachers/Individual_Growth_Development), which includes:
        - Resources aligned to Standards in the Teaching Learning Framework (http://talentmanagement.lausd.net/educator_growth/teachers/Individual_Growth_Development#By Standard)
        - Resources aligned to Components in the Teaching and Learning Framework (http://talentmanagement.lausd.net/educator_growth/teachers/Individual_Growth_Development#By Component)
        - Profession Growth Protocols (http://talentmanagement.lausd.net/educator_growth/teachers/Individual_Growth_Development#Protocols and Templates)
        - IGP Protocols (http://talentmanagement.lausd.net/sites/talentmanagement.lausd.net/files/Docs/EGDC/Teachers/SY%202012%202013%20IGP%20Protocols.pdf)
        - A Sample IGP (http://talentmanagement.lausd.net/sites/talentmanagement.lausd.net/files/Docs/EGDC/Teachers/SY%202012%202013%20Exemplary%20Teacher%20IGP.pdf)
    - A series of Training Modules (http://talentmanagement.lausd.net/educator_growth/tgdc_training_modules)
- The section on Administrator Development includes:
    - A webpage dedicated to the Leadership Pipeline Development and Support Unit (http://talentmanagement.lausd.net/administrator_development/leadership-pipeline-development-and-support-unit)
    - A webpage dedicated to the Developing Leaders Portfolio Program (http://talentmanagement.lausd.net/administrator_development/developing-leaders-portfolio-dlp-program)
    - A webpage dedicated to the Master Program Institute and On the Spot Support (http://talentmanagement.lausd.net/administrator_development/MPI)
    - A webpage dedicated to the School Leadership Framework Support (http://talentmanagement.lausd.net/administrator_development/lausd-school-leadership-framework)

    - A webpage dedicated to the School Leaders Network for Principals (http://talentmanagement.lausd.net/administrator_development/School_Leaders_Network)
    - A webpage dedicated to the Urban Teacher Residency Program (http://talentmanagement.lausd.net/administrator_development/Urban_Teacher_Residency_Program)
- The section on Teacher Development includes an Overview webpage related to Teacher Development (http://talentmanagement.lausd.net/teacher_administrator/Teacher_Development), and sub-sections devoted to:
    - Beginning Teacher Support and Assessment (http://talentmanagement.lausd.net/teacher_administrator/btsa)
    - The District Intern Program (http://talentmanagement.lausd.net/teacher_administrator/district-intern-program)
    - The National Board Certification process (http://talentmanagement.lausd.net/teacher_administrator/National_Board_Certified_Teacher)
    - Peer Assistance and Review (http://talentmanagement.lausd.net/teacher_administrator/Peer_Assistance_Review)
    - The Teacher Training Academy (http://talentmanagement.lausd.net/teacher_administrator/Teacher_Training_Academy)
    - The Verification Process for Special Settings (http://talentmanagement.lausd.net/content/verification-process-special-settings-vpss)
    - The Salary Point Credit Process (http://talentmanagement.lausd.net/teacher_administrator/Salary_Point_Credit)
    - Subject Matter Prep (http://talentmanagement.lausd.net/node/177)
- The section on Policy and Partnerships includes Overview (http://talentmanagement.lausd.net/Policy_Partnerships_Overview), Legislation (http://talentmanagement.lausd.net/Policy_Partnerships_Overview/legislation), Legal (http://talentmanagement.lausd.net/Policy_Partnerships_Overview/legal), Labor Partners (http://talentmanagement.lausd.net/Policy_Partnerships_Overview/Labor_Partners), Community Partners (http://talentmanagement.lausd.net/Policy_Partnerships_Overview/community_partners), and Institutions of Higher Learning (http://talentmanagement.lausd.net/Policy_Partnerships_Overview/he) webpages

Oakland Unified School District

Common Core State Standards

- The Common Core Curriculum sub-section of the "For Students and Families" section of the OUSD website includes webpages titled:
    - "About the Common Core" (http://publicportal.ousd.k12.ca.us/Page/9883)
    - "Parent Roadmaps" (http://publicportal.ousd.k12.ca.us/Page/9886)
    - "The Focus" (http://publicportal.ousd.k12.ca.us/Page/9904)
- There is also a separate College & Career Readiness sub-section of the "For Students and Families" section of the OUSD website (http://www.ousd.k12.ca.us/site/Default.aspx?PageID=1301)

Educator Evaluation and Support

- The Staff Resources section of the OUSD website includes sub-sections on the OEA Teacher Evaluation Handbook (http://www.ousd.k12.ca.us/domain/182), Teacher Resources (http://www.ousd.k12.ca.us/domain/196), and the Employee Relations Center (http://ousd.zendesk.com/)

San Francisco Unified School District

Common Core State Standards

- SFUSD has dedicated a webpage within the Curriculum & Standards section of its website to the Common Core State Standards (http://www.sfusd.edu/en/curriculum-standards/state-content-standards.html).
- The SFUSD CCSS webpage includes a link to a Vimeo video that explains the CCSS (http://vimeo.com/51933492).
- The SFUSD CCSS webpage includes links to additional CCSS resources:
    - http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf
    - http://www.corestandards.org/assets/CCSSI_Math%20Standards.pdf
- The SFUSD CCSS webpage includes links to additional Parent Guides to CCSS:
    - Transitioning to the Common Core Standards (http://www.capta.org/sections/programs/e-standards.cfm)
    - Parent Roadmaps to Common Core Standards ELA – English (http://www.cgcs.org/Page/328)
    - Parent Roadmaps to Common Core Standards Math – English (http://www.cgcs.org/Page/244)
    - Parent Roadmaps to Common Core Standards ELA – Spanish (http://www.cgcs.org/Page/261)
    - Parent Roadmaps to Common Core Standards ELA – Spanish (http://www.cgcs.org/Page/263)
    - CCSS Implementation State Timeline (http://www.cde.ca.gov/re/cc/tl/index.asp)
- The SFUSD CCSS webpage includes a link to additional CDE CCSS resources (http://www.cde.ca.gov/re/cc/).

Educator Evaluation and Support

- The Teaching and Other Certificated Careers sub-section of the Career Opportunities section of the SFUSD website includes a webpage regarding Professional Development and Support (http://www.sfusd.edu/en/employment/certificated-careers/teaching-careers/why-teach-with-sfusd/professional-development-and-support.html) with sections on:
    - The Beginning Teacher & Assessment Program (https://district.sfusd.edu/dept/apd/btsa)
    - The National Board Certification Program (http://www.nbpts.org/)
    - PD Programs funded by QTEA
    - Community Support

Sanger Unified School District

Common Core State Standards

- The front page of the SUSD website has a CCSS module that links to a webpage on CCSS (http://www.sanger.k12.ca.us/Parents/Common_Core) that includes various links to:
- Background Information (http://www.cde.ca.gov/re/cc/)
- Parent Support Guide (http://www.cgcs.org/Page/328)
- Grade Level Guides (http://www.capta.org/sections/programs/e-standards.cfm)
- Common Core Video (http://www.youtube.com/watch?v=5s0rRk9sER0&feature=player_embedded)

- Parent Handbook (http://www.ramonausd.net/site/Default.aspx?PageID=141)
- Smarter Balanced Assessment Consortium (http://www.smarterbalanced.org/)
- A Message from the CDE (http://www.sanger.k12.ca.us/Parents/025FB372-011F7A6F.5/Message%20from%20CDE.pdf)

Educator Evaluation and Support

- The Personnel Commission sub-section (http://www.sanger.k12.ca.us/HR/Personnel_Commission/) of the HR section of the SUSD website includes links to various protocols related to hiring, firing, and promotion, as well as the Commissions' annual reports from 2008 through 2012

Santa Ana Unified School District

Common Core State Standards

- The CCSS sub-section of the Resources section of the SAUSD website includes sections on:
    - General Information (http://www.sausd.us/Page/21067)
    - Spotlight on SAUSD (http://www.sausd.us/Page/21073)
    - Theory of Action (http://www.sausd.us/Page/21074)
    - Instructional Shifts (http://www.sausd.us/Page/21236)
    - Implementation Plan (http://www.sausd.us/Page/21075)
    - Instructional Strategies (http://www.sausd.us/Page/21081)
    - Presentations (http://www.sausd.us/Page/21081)
    - Partners (http://www.sausd.us/Page/21237)
    - Resources (http://www.sausd.us/Page/21238)
    - Contact Us (http://www.sausd.us/Page/21240)
    - Common Core Newsletter (http://www.sausd.us/Page/21780)
    - FAQs (http://www.sausd.us/Page/21239)
    - Assessment Simulator (http://www.sausd.us/Page/22528)
    - SAUSD Common Core Blog (http://www.sausd.us/Page/21731)

Educator Evaluation and Support

- The Human Resources sub-section (http://www.sausd.us/domain/48) of the SAUSD website includes information for Certified and Classified Personnel as well as substitutes (http://www.sausd.us/Page/447)
- The Teachers sub-section (http://www.sausd.us/domain/3910) of the Resources section of the SAUSD website includes section on:
    - Calendars & Bell Schedules (http://www.sausd.us/Page/20505)
    - Forms (http://www.sausd.us/Page/20504)
    - Lesson Development (http://www.sausd.us/Page/20503)
    - Personnel (http://www.sausd.us/Page/20502)

- Teaching Credentials (http://www.sausd.us/Page/20501)
- PERKINS Mini-Grant Rubric (http://www.sausd.us/Page/12948)
- Software (http://www.sausd.us/Page/16864)
- Web Resources (http://www.sausd.us/Page/22541)

- The Professional Development sub-section (http://www.sausd.us/Page/12887) of the Resources section of the SAUSD website includes section on:
  - The 2012-2013 Staff Development Plan (http://www.sausd.us/Page/22234)
  - Conference Attendance Request (http://www.sausd.us/Page/20322)
  - CTEoc Regional Advisory Panels (http://www.sausd.us/Page/12889)

CORE DISTRICTS

Educator Evaluation System (EES) Handbook
2015-2016

Table of Contents

Introduction

Background

The School Quality Improvement System (SQIS)

Professional Capital

Stakeholder Engagement

Educator Evaluation System (EES) Framework

Professional Practice

Common Effectiveness Priorities and Components

EES Effectiveness Priorities and Components for Teachers

EES Effectiveness Priorities and Components for Leaders

Professional Practice Design Parameters

Professional Practice Requirements for 2015-2016

Impact on Student Learning

The Stull Act

The CORE Growth Model

Decision made by the CORE Board on 12.2.14 regarding the CORE Growth Model

Measuring Growth in Non-Tested Subjects and Grades

What is an SLO?

Why SLOs?

CORE Student Learning Objective (SLO) Design Approach

CORE Design At A Glance

The Learning Impact Model

Guidance for Scoring Using the Impact Model

Guidance for Scoring Using the Weighted Model

Analyzing Growth Patterns and Trends

Professional Judgment vs. Standardization

Impact on Student Learning Expectation for 2015-2016:

Implementation Timeline

Accountability

EES Peer Review Cycle

Step 1: Calibration and Shared Learning

Step 2: Self-Assessment

Review Groupings

Triads 2015-2016

Preliminary Review

Step 3: Peer Review Day and Scoring

Rubric Cut-Points

Post-Review

Site Visits

Data Gathering

EES Rubric

Appendix

Introduction

This handbook is designed to provide guidance to participating CORE LEAs[1] as they work towards effectively implementing new teacher and leader evaluations within Principle 3 of the School Quality Improvement System of the 2013 ESEA Flexibility Waiver. Each LEA will implement the evaluation systems required in ways that are consistent with local context and bargaining agreements. There are, however, some broad agreements, frameworks and timelines which must be met with consistency across all participating LEAs. Those agreements, frameworks and timelines, along with appropriate protocols are included in this handbook and its appendix. In addition, all Participating districts are asked to use CORE's Confluence website where all documents referenced here are housed. Principle 3 information and resources can be found here: http://core.caedpartners.org/display/TM/Professional+Capital

If you do not have a login for the site, you may use this link to join: http://collaborate.caedpartners.org/signup.action?token=54e3a0d73e640b09

For additional questions, please contact Michelle Steagall, CORE's Chief Academic Officer (michelle@caedpartners.org) or Ginger Adams Simon, CORE's Director of Professional Capital (ginger@caedpartners.org).

Background

The California Office to Reform Education (CORE) is a collaboration of ten school districts that work together to innovate, implement, and scale new strategies and tools to help students succeed and meet the challenges of the 21st century. The CORE districts, which serve more than 1.1 million students share a fundamental belief that all students can achieve at high levels. The school districts come together to focus on assessment and instruction, professional capitol, and building capacity for improvement.

On August 6, 2013, the U.S. Department of Education granted an ESEA Waiver to a group of California school districts marking an historic shift from state control and accountability to a collaborative model of local accountability. This collaboration, managed by the California Office to Reform Education (CORE) sets a new standard for cross-district communities of shared knowledge rather than silos of compliance or "lighthouse" exemplars. Together, these districts serve as a model for the rest of the state in a more powerful way than any one of them can alone.

In 2015, six districts participate in this work. They include: Los Angeles Unified School District (LAUSD), San Francisco Unified School District (SFUSD), Fresno Unified (FUSD), Oakland Unified (OUSD), Long Beach Unified (LBUSD) and Santa Ana Unified (SAUSD).

[1] 2014-2015 Participating LEAs: Los Angeles, Fresno, Long Beach, Santa Ana, Sanger, San Francisco, and Oakland Unified School

CORE's waiver is rooted in shared learning and responsibility for student achievement. It is designed to instill a new collective and individual moral imperative to prepare all students for successful futures—nested in the specific needs of California students, with an all-encompassing focus on eliminating disparities between subgroups. The plan is grounded in the concept of moral imperative highlighted in the work of Michael Fullan, Ph.D.[2] and described succinctly in his paper "Choosing the Wrong Drivers for Whole System Reform."[3] It also incorporates recommendations from the state's report "Greatness by Design: Supporting Outstanding Teaching to Sustain a Golden State," acknowledging that achieving success for all students hinges on teacher effectiveness, but that real reform depends on the collective responsibility of the entire system, and not the heroics of the individual teacher.[4]

The plan is designed with recognition that the expectations for meeting students' needs has been too narrow for too long; LEAs have too often been chasing success in a system that does not define success in a comprehensive or rigorous way. CORE Districts are ready to be held to a more comprehensive and higher standard on a range of measures that are collectively believed to be superior indicators of students' college and career readiness, and more effective drivers of change.

The CORE waiver is built upon four foundational goals that align to, and extend beyond the three principles of the waiver guidelines:

1. College- and Career-Ready Expectations for All Students;
2. A focus on collective responsibility, accountability, and action that emphasizes capacity-building over accountability;
3. The development of Intrinsic Motivation for Change through Differentiated Recognition, Accountability, and Support for Schools; and
4. Focused capacity-building for Effective Instruction and Leadership.

The School Quality Improvement System (SQIS)

The School Quality Improvement System is the system designed by participating LEAs as the overarching framework for the innovations, improvements and data tracking of all three Principles of the waiver. These improvements are measured and benchmarked by the School Quality Improvement Index (SQII). While the SQII tracks progress within the academic and social emotional domains using the CORE Growth model and survey data at the system and building level, the Educator Evaluation Systems (EES) being implemented by each LEA are seen as a critical part of school improvement. Each school site and larger system will be utilizing common guidelines and indicators of effectiveness and the CORE

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[2] Professor Emeritus at the Ontario Institute for Studies in Education at the University of Toronto, and Special Adviser on Education to Dalton McGuinty, the Premier of Ontario.

[3] Fullan, M. (2011). *Choosing the Wrong Drivers for Whole System Reform*. Centre for Strategic Education. Retrieved 2012, from http://www.michaelfullan.ca/media/13396088160.pdf.

[4] California Department of Education. (2012). *Greatness by Design: Supporting Outstanding Teaching to Sustain a Golden State*. Educator Excellence Taskforce. Retrieved 2012, from http://www.cde.ca.gov/eo/in/documents/greatnessfinal.pdf.

Growth model to further assess strengths and weaknesses and target support to the professionals serving students every day.

Professional Capital

The theory of action employed as we collaborate to develop and implement high-quality teacher and leader evaluation systems, is that simply focusing on individual human capital development, while necessary, is not sufficient. In order for reforms to endure and produce long-term gains for educators and students, research has shown that a human capital is best developed in environments with high levels of Professional Capital.

Professional Capital is a term introduced by Michael Fullan and Andy Hargreaves in their 2012 book entitled, Professional Capital: Transforming Teaching in Every School. They define Professional Capital as the essential confluence of Human Capital (educator skill and knowledge), Social Capital (educator access to other professionals in cultures of shared learning, trust and collaboration), and Decisional Capital (the acquired skill and opportunity for educators to make sound professional judgments in their daily work). Hargraeve and Fullan, through their research confirm what we might otherwise intuitively know to be true: Systems with strong professional capital produce better results for students and retain high-skill educators for longer periods of time.

At CORE, the work of the Professional Capital Team is grounded in this framework to ensure that our efforts to build strong human capital through new evaluation systems and support leaders in building learning communities are connected to each other in coherent designs focused on continuous improvement of teaching and learning. Representatives on the team (leaders from HR, Curriculum and Instruction, Accountability, and a variety of other departments within CORE districts) meet monthly to learn, share and monitor the joint work.

Stakeholder Engagement

Along with the requirement of shared learning and collaboration, participating LEAs have also agreed to engage their respective stakeholders in multiple ways throughout the stages of the work. Depending upon the issue at hand, different stakeholders should be informed and enabled to provide feedback and insights into decisions being made that effect their interests. In the case of the EES development, the most common stakeholders being included in conversations and planning include teachers, principals, school board members, parents and bargaining units. The SQIS does not supersede any existing collective bargaining agreements, but as contracts come up for renewal, many of the CORE LEAs will be negotiating with their teachers and principals' unions to incorporate the new elements of the evaluation.

Each LEA will be responsible each year for reporting to CORE on stakeholder engagement activities and the EES Fall Peer Review will determine whether they have sufficiently fulfilled this commitment beginning in 2014-2015.

Educator Evaluation System (EES) Framework

Principle 3 of the 2013 ESEA Flexibility Waiver calls for supporting effective instruction and leadership by developing and adopting guidelines for local teacher and leader evaluation and support. In addition, under Principle 3 of the waiver, Participating LEAs agree to ensure implementation of evaluations and supports aligned with these guidelines.

To best support the development and implementation of robust evaluation systems employing the guidelines laid out within the waiver application, the participating LEAs believe that the design and delivery of support systems/processes based on each LEA's local context is critical. To that end, CORE convenings of the participating districts seek not to limit successful practices or systems in place in CORE district, but to broaden their scope, find commonalities across districts, and foster communities of shared knowledge.

Professional Practice

Educator Evaluation systems are comprised of two separate, but inter-dependent elements. The first element is referred to as *Professional Practice*. *Professional Practice* encompasses those aspects of evaluation design that focus on teaching and leadership knowledge and skill that must be demonstrated in the evaluation process. In designing the EES, LEAs will take into account a set of Professional Practice Guidelines and Design Parameters in order to ensure that all participating LEAs, while unique, will share common high-quality features in their Educator Evaluation Systems.

Common Effectiveness Priorities and Components

To that end, the CORE EES Professional Practice Guidelines were developed (in 2013) as the result of cross-district collaboration based on current research and existing evaluation systems within the CORE collaborative. The guidelines reflect broad agreements across the CORE LEAs about the aspects of teaching practice that are most essential and can be measured in multiple ways within each local context; and draw heavily on the work of Charlotte Danielson and existing standards for the teaching profession such as the California Standards for the Teaching Profession (CSTPs). The guidelines encompass five (for teachers) or seven (for leaders) priorities, each with distinct components, actions and indicators to which the LEAs will align their local evaluation systems. For a complete list of actions and sample indicators associated with each priority and component, see Appendix A). Figures 2 and 3 below illustrate the priorities and components for teachers and leaders.

EES Effectiveness Priorities and Components for Teachers

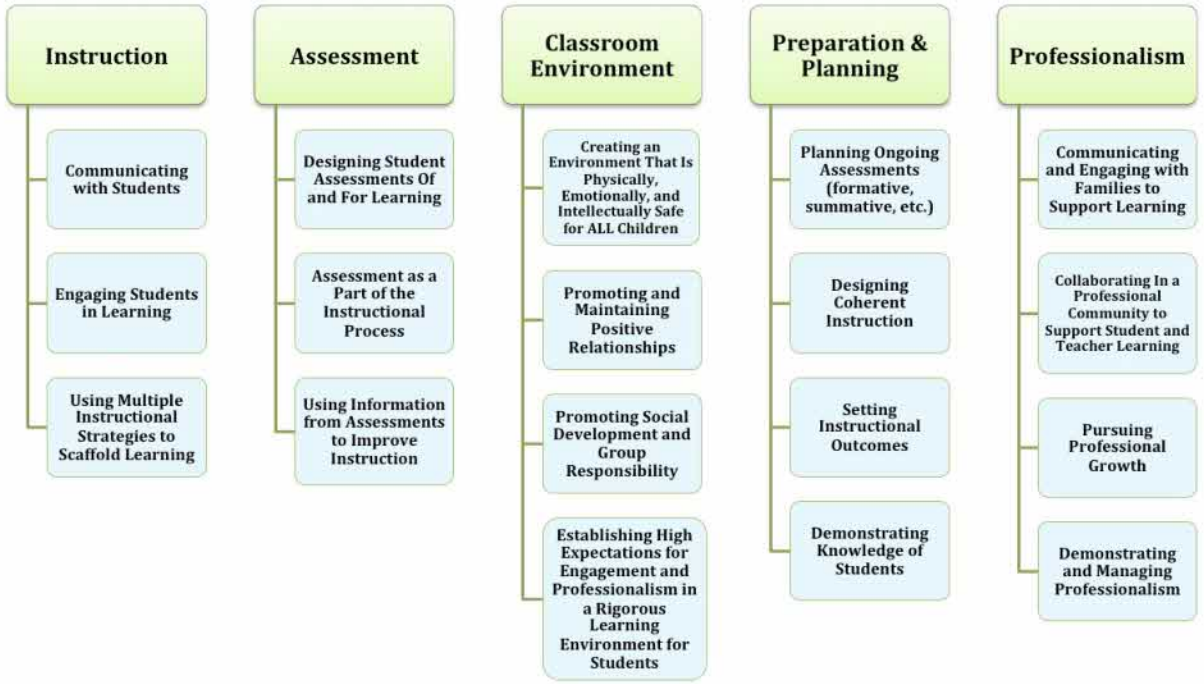

Figure 2.

EES Effectiveness Priorities and Components for Leaders

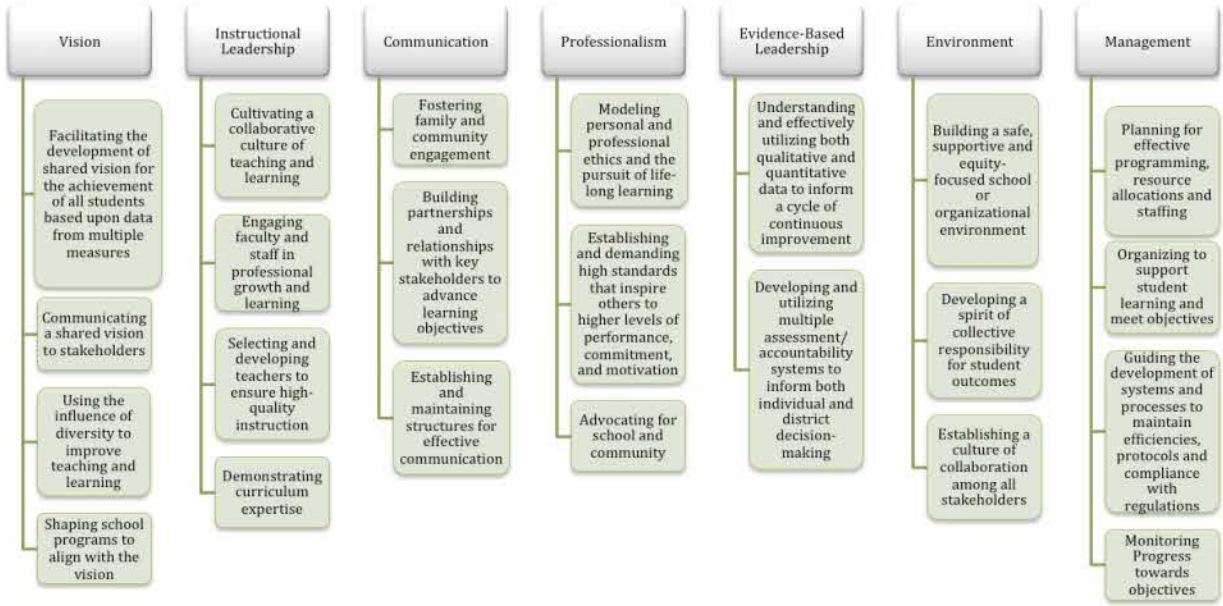

Figure 3.

Professional Practice Design Parameters

Also within the *Professional Practice* element, the following parameters are reflected in the Principle 3 waiver narrative and are organized within the 6 ESEA guidelines (as follows) for educator evaluation and support.

Ensure Continual Improvement of Instruction

The participating LEAs' evaluation systems are expected to support professional growth and capacity building by providing educators with a clear set of expectations for professional practice, curricular and pedagogical alignment to the CCSS for both teachers and principals. Based on those expectations, ratings and feedback given during evaluation processes will inform targets for professional learning and change or adjustment in practice. Additionally, the participating LEAs agree to include provide teachers and principals with annual clear and actionable feedback that can be used to inform and improve on instruction.

To perpetuate professional growth the CORE LEAs agree that all educators must practice and hone their craft in collaborative settings. Therefore, the participating LEAs have committed to include an increase in teacher collaboration practice and time to inform professional growth and classroom instruction for increased academic achievement. Principal collaboration time and practices will also be facilitated in the participating LEAs as a means to support school site leaders in professional growth related to observing and monitoring classroom instruction for academic achievement.

Differentiate The Performance Of Teachers And Principals Using At Least Three Performance Levels

The participating LEAs agree that systems with limited options for rating educator effectiveness lack usefulness in targeting areas for educators to identify personal professional growth areas and for designing professional development plans for individuals, schools and districts. Therefore, the participating LEAs have committed to include ratings that meaningfully differentiate levels of teaching performance and effectiveness using four but no fewer than three categories.

To maintain CORE's ethos of valuing local context and the individuality of each LEA, the exact differentiated effectiveness ratings will not be standard across all of the LEAs. As each participating LEA develops or modifies their own local evaluation systems, a commitment to establish a minimum of four categories is included. Some of the participating LEAs' systems currently meet this expectation, while others will engage with stakeholders to adopt ratings to reflect their local effectiveness expectations.

The varied rating categories by LEA will be defined in each LEA's evaluation system plan and supporting documents. All plans and supporting documents will be annually reviewed and peer-evaluated against the common LEA evaluation system design and implementation rubric (see Accountability and EES Peer Review Cycle, Pg. 19).

Use Multiple Valid Measures To Determine Performance Levels Including, As A Significant Factor Student Growth For All Students And Other Professional Practices

The California Education Code § 44662 states, "The governing board of each school district shall evaluate and assess certificated employee performance as it reasonably relates to: (1) The progress of pupils toward the standards established pursuant to subdivision (a) and, if applicable, the state adopted academic content standards as measured by state adopted criterion referenced assessments. (2) The instructional techniques and strategies used by the employee. (3) the employee's adherence to curricular objectives. (4) The establishment and maintenance of a suitable learning environment, within the scope of the employee's responsibilities.…"

In alignment with Superintendent Torlakson's Teacher and Administrator Evaluation Framework[5] and supported by the national Measures of Effective Teaching research,[6] Participating LEAs will develop and adopt guidelines for local evaluation, development, and support systems that will include quantitative and qualitative non-student growth measures. These measures shall constitute rigorous, transparent, and fair evaluation systems for teachers, principals, and superintendents. Areas that participating LEAs are encouraged to address include measures of student engagement and parent/guardian perception/satisfaction. Additional quantitative and qualitative measures may include teacher attendance, student attendance, persistence/graduation rates, teacher and principal self-evaluation, measures of commitment to collaboration, and other classroom observation measures.

Evaluate Teacher And Principals On A Regular Basis

Today, each participating LEA has a bargaining agreement with their own local labor partners that clearly lays out evaluation frequency and parameters often times depending on educators' experience levels and previous years' evaluations results of performance/effectiveness and identified improvement goals/recommendations. All LEAs are currently compliant with the Stull Act which requires school districts to "periodically" evaluate the performance of certificated employees (Education Code 44660-44665). And while evaluation frequency will not be standard across all participating LEAs, a guarantee to annually provide clear, timely, useful and actionable feedback to all certificated educators will be common.

The participating LEAs embrace the notion that evaluation frequency should be designed to promote a system of growth-orientation focused on improvement over time rather than solely high-stakes rewards and rankings. (Fullan, 2012) Thereby, LEAs will make every effort while working with stakeholders to create cycles of evaluation frequency that allow effective timespans for professional collaborative learning, application and analysis of new strategies and practices.

Provide Clear And Timely And Useful Feedback To Guide Professional Development

[5] California Department of Education. (2012).

[6] Cantrell, S., Kane, T. (2013). *Ensuring Fair and Reliable Measures of Effective Teaching: Culminating Findings from the MET Project's Three-Year Study.* Bill & Melinda Gates Foundation. Retrieved 2012, from http://metproject.org/downloads/MET_Ensuring_Fair_and_Reliable_Measures_Practitioner_Brief.pdf

The participating LEAs have committed to system-wide professional capital development by providing actionable feedback that recognizes educators as professionals who desire to increase learning and guarantee achievement growth for every student. Therefore, LEAs will offer crafted feedback, at least annually, to acknowledge and inform instructional improvement, professional development and advancement of professional practice both at the individual and system-wide levels. LEAs will also engage stakeholders in the design of feedback parameters to promote meaningfulness. The annual useful and actionable feedback will be offered through by not limited to the following protocols and activities:

- High quality formal and informal instructional/classroom observations aligned to LEA priorities and CORE agreed upon common effectiveness indicators
- Collaboration and collegiality
- Qualitative and quantitative data from formal evaluation processes and supporting documentation
- Professional learning communities
- Professional development endeavors
- Student achievement data analysis of formative and summative assessment results

Use Evaluations To Inform Personnel Decisions

All participating LEAs either do currently or have committed to use their educator evaluation systems to inform personnel decisions that include at a minimum permanency, transfer, promotion and termination of employment. The Stull Act allows for the use of evaluation in employment decisions, "… If any permanent certificated employee has received an unsatisfactory evaluation, the employing authority shall annually evaluate the employee until the employee achieves a positive evaluation or is separated from the district."

- CA Education Code § 44664 While Stull Act language is rather limited in terms of informing personnel decisions for all educators, the participating LEAs recognize that evaluation information and data should and will be embraced as a means to recognize educators' growth efforts and accomplishments with students and colleagues. This notion will be included in on-going discussions and stakeholder engagement efforts in an effort to define all possible and viable uses of evaluation data in personnel decisions.

Professional Practice Requirements for 2015-2016

1. LEA fully implements professional practice elements of EES for teachers and leaders
2. LEA participates in EES Peer Review to determine degree of alignment.

Impact on Student Learning

The second element of every EES is *Impact on Student Learning*. All participating LEAs are required to incorporate student achievement as a significant component in the design of their evaluation systems. This component will consist of use of the CORE Growth model in one of two ways. The first option is called the "Learning Impact Model" and the second is

to use a pre-determined weight of 20% or more within a 100% weighting system. Both of these options are described in more detail below.

The Stull Act

All California educator evaluation systems and practices are governed by AB 293, "The Stull Act." Originally passed by the California Legislature and signed into law by the governor on July 20, 1971, it became Article 5.5 of the Education Code. The intent of the act was to establish a uniform system for evaluating teachers and administrators as it reasonably relates to: the progress of pupils toward district standards, and if applicable, the state adopted academic content standards as measured by state adopted criterion referenced assessments; the instructional techniques and strategies used by the employee; and may also include any objective standards from the National Board for Professional Teaching Standards or any objective standards from the California Standards for the Teaching Profession. The Stull Act was expanded in 1999 to mandate additional pupil progress measures in the assessment of certificated employees' performance: pupil progress toward the state adopted academic content standards as measured by state-adopted assessments.

While the Stull Act has been around for more than 40 years, many of its provisions have not been fully implemented in LEAs across the state. CORE and the participating LEAs recognizes that the Stull Act, when fully implemented, is a critical precedent and positive catalyst for our commitment to improve student achievement for every child. As is required in the Stull Act and the participating LEAs agree that student achievement growth must be included as a significant factor in the process for evaluating teacher, principal, and superintendent effectiveness, as it is a strong indicator of whether a school or entire LEA is effectively preparing students for college- and career-readiness and creates powerful opportunities to address disproportionality and eliminate achievement gaps. The participating LEAs are fully committed to ensuring that the Stull Act to support teacher development and ensure effective instruction in every classroom is wholly implemented.

The CORE Growth Model

The essential feature of the School Quality Improvement Index (SQII) is the CORE Growth model. The CORE Growth model will provide measures of student learning gains at the classroom, school and district levels for all participating CORE LEAs. Building and classroom level growth data will be central in determining the *Impact on Student Learning* rating for use in teacher and principal evaluations.

Decision made by the CORE Board on 12.2.14 regarding the CORE Growth Model

The initial design for the CORE Growth model will include the features below and we will pilot these methods for internal purposes only at the school level using Spring 2015 SBAC data in order to inform potential adjustments before the growth measures have stakes attached to them:

- **Preferred Approach – using SBAC's vertical scale:** Our preference will be to use the vertical scale in SBAC to measure student growth.[7] That said, if the SBAC results do not ultimately provide a vertical scale that can fairly be used for examining student growth over time across schools and educators, we will utilize the option described below.

- **Second Option – using a Student Growth Percentile approach with multiple controls and confidence intervals:** The growth model will utilize a student growth percentiles approach with the following control variables:
    - Prior achievement in relevant subjects (e.g., prior ELA and math achievement will be used as controls in the ELA growth model and vice versa), and
    - Select observable demographics:
        - Special education status
        - English Learner status
        - Free or Reduced Priced Lunch status
        - Homeless status
        - Foster status
    - Results will be expressed on a scale from 0 to 99 with 50 being average growth.
    - Results will include both a point estimate (e.g., best estimate) and a 95% confidence interval to account for errors in the estimates (e.g., due to lower n-sizes, known measurement error in the tests, "noisy" results).

See updates, informational videos and resources on growth models on Confluence:

Measuring Growth in Non-Tested Subjects and Grades

For educators whose majority of students are tested with the new Smarter Balanced Assessment Consortium assessments (SBAC), the CORE Growth Model score will be applied. For educators who do not receive an SBAC score, student learning will be measured by SLOs or an approved alternative. Districts may also incorporate other outcome measures such as district assessments as part of the Student Learning Impact component. All measures will be appropriately weighted to determine the teacher's summative evaluation rating.

What is an SLO?

Student Learning Objectives, or SLOs, are measures of student attainment of learning goals

[7] With this approach, we use a "simple growth" approach whereby we subtract each students' scale score in the current year from his/her scale score in the prior year. By subject (e.g., ELA or math), we then aggregate the results of this simple growth analysis (e.g., find the average growth) for all of the students in a school or in one teachers' classrooms to get an overall growth result for the school or teacher.

that have been established by teachers or teams of teachers and approved by a supervisor or evaluator. SLOs are a common process of measuring the degree of a teacher's impact on student learning in subjects and grades for which state assessments and value-added measures are not available. It is also commonly used in places where state testing is available.

CORE district representatives studied a variety of SLO design approaches and available research to determine a model that best fits the theory of action stated below.

Why SLOs?

CORE districts believe that supporting and monitoring student learning and closing persistent achievement gaps is the shared responsibility of all educators. Regardless of whether state assessment results are available in a given subject or grade, if educators are engaged in collaboratively defining and assessing student progress towards rigorous standards in comparable ways, then student learning will increase, achievement gaps will narrow, and educators' efficacy and skills will improve. CORE district evaluation systems shall reflect this theory of action by measuring learning impact in meaningful and comparable ways for all types of educators.

Recent research on systems in both Austin, Texas and Charlotte-Mecklenberg demonstrates that the use of SLOs, when implemented well, has resulted in improved student outcomes.[8] CORE districts have therefore agreed to use Student Learning Objectives (SLOs) or an approved alternative as a measure of student learning in evaluations.

CORE Student Learning Objective (SLO) Design Approach

The CORE SLO design offers a basic and flexible approach to measuring progress in grades and subjects where SBAC growth scores are not available. CORE districts can adopt the basic characteristics provided in this model and then customize the CORE SLO design to fit local needs.

Recognizing that local practices vary across the CORE collaborative and that some districts are already incorporating similar processes as part of how teachers are evaluated each year, CORE districts have agreed on two options for fulfilling the waiver requirement.

Option 1: Adoption of the CORE SLO model with local customization. While customizing, districts will be required to refer to guidance and design principles provided herein. Alignment to the approach and design principles will be thoroughly vetted through CORE's Principle 3 Peer Review process.

Option 2: If a district is already using an approach other than an SLO to measure growth in non-tested subjects and grades and incorporating these practices in the evaluation of instructional staff, they may present the design for peer review to determine appropriate alignment with general principles.

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[8] See *Summary of Research on Student Learning Objectives and Student Achievement, Aug. 2014* provided for CORE by REL West in Appendix D.

Both options will be required to use the same timeline of full implementation by 2016-2017.

CORE Design At A Glance

CORE SLO Design
Design Approach
Each instructional staff member [9] will develop one or more SLOs when being evaluated.
Content experts, department chairs, evaluators or supervisors will be consulted in the creation of SLOs.
SLOs include baseline data and trends.
SLOs include growth targets.
SLO targets are tiered or differentiated to address range of achievement levels and close gaps.
SLOs include goals for 100% of students in caseload or an approved alternative in cases where multiple sections or classes are taught (see guidance on specialists)[10].
SLOs utilize district-approved assessments or learning measures/evidence
Quality Control
Assessments or learning measures/evidence approved by district are comparable, rigorous, and have sufficient stretch and accessibility.
SLO development and approval will be monitored using district-developed rubrics or checklists aligned to CORE parameters.

For guidance and resources related to design and implementation of local SLOs, see the CORE SLO Guidebook and visit SLO Central on Confluence: http://core.caedpartners.org/display/TM/SLO+Central

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The Learning Impact Model

In the Learning Impact Model, the two elements of the EES (*Professional Practice* and *Impact on Student Learning*) work as counter-balancing elements within an LEAs evaluation rating system. If these two parts are equally strong or weak, the designated outcome is clear. If, however, one part is significantly higher or lower than the other, this

[9] For the purposes of the CORE Model, "instructional staff" means any public school employee working under a teacher certification whose primary responsibilities include instructional planning, managing a classroom environment, and student instruction.

[10] Districts will determine the best approach for educators who instruct multiple groups and large numbers of students.

may prompt a conversation between the educator and his/her supervisor regarding appropriate supports, interventions or further investigation as determined locally. Figures 4 and 5 (below) illustrate how the two elements of the EES may interact to prompt a specific response in certain situations. For example, if a teacher receives an "Exemplary" rating in *Professional Practice* but his/her Growth Measure is "Low," he/she would be required to engage in additional professional growth planning. But what conclusions can be drawn from such a result? What additional evidence is needed to better understand this teacher or leader's performance and provide appropriate supports? Conversely, how might a supervisor respond when the growth measure is higher than the *Professional Practice* measure?

Participating LEAs will be responsible for creating their own business rules regarding inquiry and action steps for all potential outcomes in the *Learning Impact Model* in accordance with the general design parameters and guidance provided below.

Professional Practice Summative Performance Rating	*Exemplary*	Exemplary, Low**	Exemplary, Moderate	Exemplary, High
	Proficient	Proficient, Low*	Proficient, Moderate	Proficient, High*
	Needs Improvement	Needs Improvement, Low	Needs Improvement, Moderate*	Needs Improvement, High*
	Unsatisfactory	Unsatisfactory, Low	Unsatisfactory, Moderate*	Unsatisfactory, High**
		Low	*Moderate*	*High*
		Student Impact Rating		

Figure 4.

*Depending upon the local business rules created, this result would prompt further conversation or data collection prior to determining action.

** No teacher or leader receiving a low impact rating can receive an exemplary overall rating. Similarly, no one receiving an unsatisfactory professional practice rating can be promoted to an exemplary overall rating due to a high student impact rating.

Student Learning as a Significant Component of Teacher and Principal Evaluation and Support Systems

The "Learning Impact Model" includes an evaluation based on professional practice and impact on student learning.

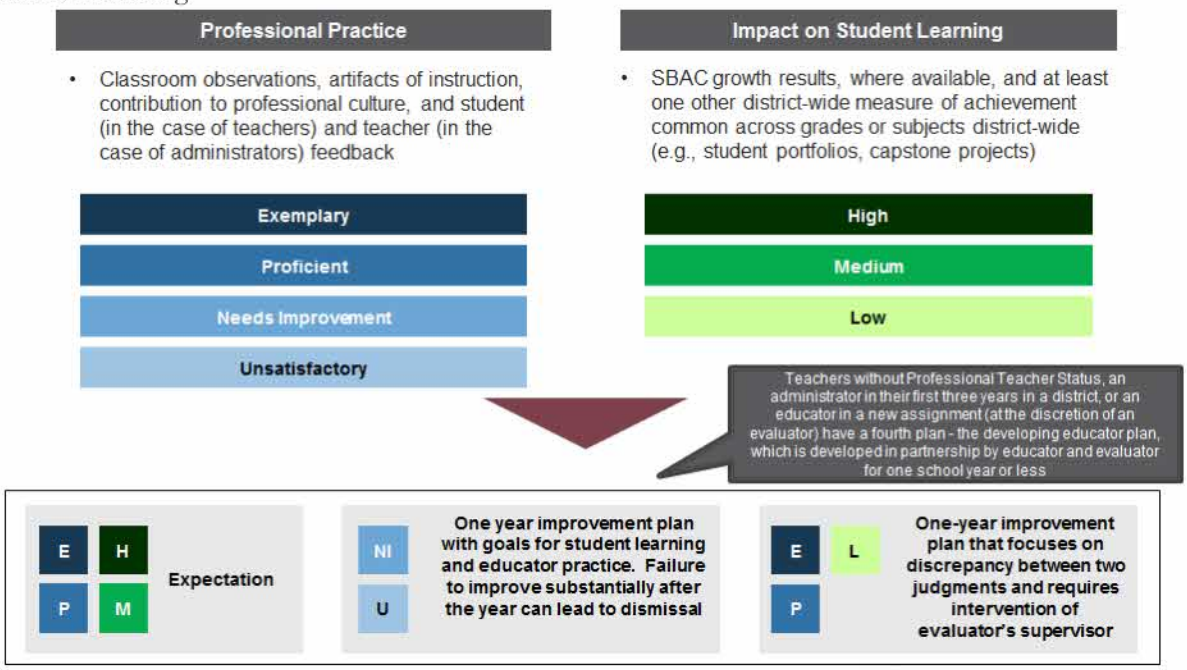

Figure 5.

In Option 2, districts may choose to set a predetermined weight to student growth of 20% or more for the *Impact on Student Learning* portion of the evaluation. For example, an LEA may propose a model that weights *Impact on Student Learning* scores at 25% of the overall rating for teacher or principal evaluations, with *Professional Practice* measures comprising the other 75%. Each LEA must weigh the advantages and disadvantages of these two options, engage stakeholders, and determine which they will implement as part of their EES. Figure 6, below illustrates an example of a weighted approach.

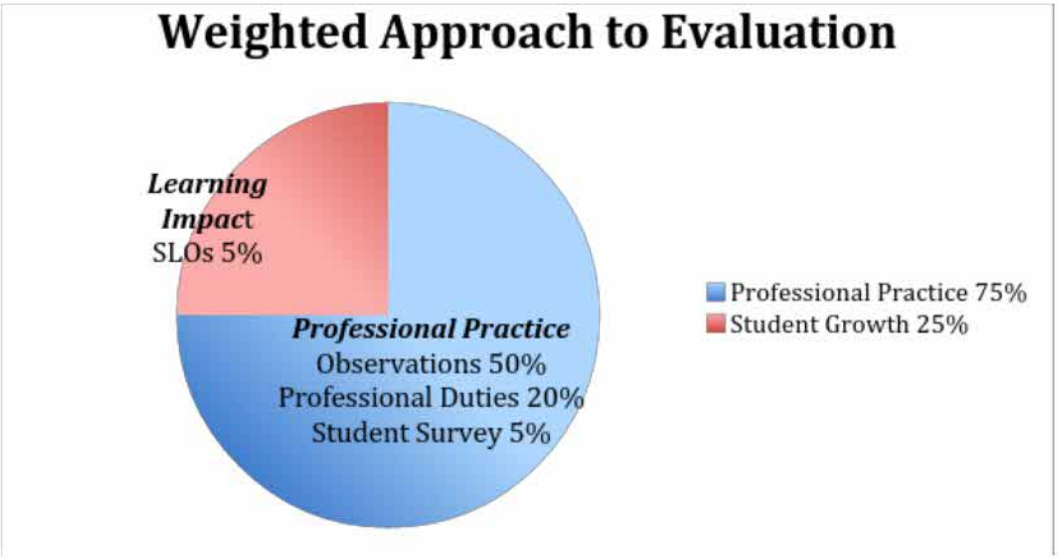

Figure 6.

Scoring Parameters and Guidance

In either approach, measuring *Learning Impact* involves educators across the system examining the results of multiple measures of student growth and learning as part of evaluating the effectiveness of instruction and instructional programs. For the purposes of the CORE Waiver, Learning Impact measures will include (but are not limited to):

- CORE Growth Model results at the building level (for Principals)
- CORE Growth Model results at the classroom level (where available)
- SLOs or an approved alternative for teachers of non-tested grades and subjects and others as determined by the district (See CORE SLO Guidance Document for further details)

Guidance for Scoring Using the Impact Model

The Learning Impact model offers an approach that allows for some professional judgment to be used in weighting results when there is a discrepancy between measures. It offers a profile or matrix view of an educator's performance that can catalyze important conversations about professional practice and student outcomes. For that reason, however, certain assurances must be made in order to protect the integrity of the process and avoid bias:

1. Scoring of each measure within Professional Practice and Learning Impact must be conducted in consistent, comparable and transparent ways across the district. Methods for ensuring the quality and consistency of scoring include (but are not limited to) the use of rubrics, a weighting system, or scale scores with benchmarks or percentage approach.
2. Thresholds that differentiate the 3 or 4 performance levels must be made transparent for each of the measures being scored. Methods for ensuring this include (but are not limited to) creating a 20-point scale and dividing levels evenly within 4 ranges. See example below (Figure 1) from New York for an illustration of scale score of attainment translated into performance levels.

3. When implementing an evaluation cycle that is both formative and summative in nature, districts will need to develop consistent policy for how and when action is taken. See example below from Massachusetts (Figure 2).
4. When discrepancies occur between the Professional Practice and Learning Impact results, specific policies must be established and applied in response to the discrepancy. The rules should address the following:
    a. Is the rating deemed accurate by both the evaluator and evaluatee?
    b. If yes, is an intervention or professional development plan in order?
    c. If no, how will the accuracy of the rating be appealed?
    d. What steps will be taken? Will additional data or measures be collected?
    e. Will tenured teachers be treated the same way as non-tenured teachers?
5. The district should put in place a procedure for documenting all discrepancies and their outcomes and analyze these data annually to determine needed adjustments or training.
6. Evaluators should be carefully and regularly trained or calibrated to help ensure comparability across the district.
7. Due to the cyclical nature of state and local assessments and timing of analysis of results, districts may examine different learning impact measures at different points in an evaluation cycle to inform both planning goals and summative evaluation results for an educator.
8. Districts should examine trends and patterns of student outcome data over time to help inform both formative and summative conversations about performance. Districts will create local business rules to address actions to be taken when low growth trends persist over two or more evaluation cycles. At a minimum, however, districts agree to employ interventions such as improvement plans and promotion freezes in such cases.

Guidance for Scoring Using the Weighted Model

In the weighted approach, summative rating outcomes are calculated in a strictly numeric way, requiring more calculation on the part of evaluators, but less training or professional judgment. Regardless, however, care must be taken to ensure that the measures are being scored and calculated in fair and transparent ways.

1. Scoring of each measure within Professional Practice and Learning Impact must be conducted in comparable and transparent ways across the district. Methods for ensuring the quality and consistency of scoring include (but are not limited to) the use of rubrics, a weighting system, or scale scores with benchmarks or percentage approach.
2. Thresholds that differentiate the 3 or 4 performance levels must be made transparent for each of the measures being scored. Methods for ensuring this include (but are not limited to) creating a 20-point scale and dividing levels evenly within 4 ranges.
3. Once performance levels have been calculated and confirmed on both the professional practice and learning impact side, districts must develop consistent policy for how each potential outcome will be treated.
4. Due to the cyclical nature of state and local assessments and timing of analysis of results, districts may examine different learning impact measures at different points in an evaluation cycle to inform both planning goals and summative evaluation results for an educator.

9. Districts should examine trends and patterns of student outcome data over time to help inform both formative and summative conversations about performance. Districts will

create local business rules to address actions to be taken when low growth trends persist over two or more evaluation cycles. At a minimum, however, districts agree to employ interventions such as improvement plans and promotion freezes in such cases.

Analyzing Growth Patterns and Trends

Patterns and trends of learning impact for both teachers and principals will be collected over time to determine professional growth plans and evaluation ratings. Depending on the timing of the results being analyzed, certain outcome measures may be more useful for planning purposes than summative evaluation ratings. Persistent patterns of low growth, however, must be addressed in a timely and consistent way to determine any interventions necessary.

When analyzing growth model results, it is recommended that evaluators also examine a teacher or leader's impact on the growth of traditionally under-performing populations of students, rather than overall growth alone. Identifying the variation of impact for different sub-groups of students may help in tailoring professional growth plans and targeting needed interventions for students.

Professional Judgment vs. Standardization

CORE districts recognize the important role that professional judgment can and must play in the evaluation process. CORE districts also acknowledge the need to standardize processes and outcomes in order to ensure equity and fairness across buildings in the district. Using a comprehensive rubric, and in the annual peer review process, CORE districts will hold each other accountable for balancing these elements in their designs and for supporting high-quality implementation through the use of appropriate tools and training for their communities.

Impact on Student Learning Expectation for 2015-2016:

1. LEAs use local measures of student growth to measure learning impact
2. LEAs pilot growth measures for non-tested subjects and grades in alignment with CORE SLO or design principles

Implementation Timeline

The following timeline is proposed for EES implementation in the ESEA waiver renewal application. See Figure 6 below. This timeline reflects the on-going cycle of design, feedback and refinement of the EES that has already begun and will continue through 2016-2017.

: Participating LEAs design, pilot and implement new evaluation systems for teachers and leaders while annually undergoing a rigorous peer review process to ensure quality.

2014-2015: Participating LEAs will pilot the *Professional Practice* elements of their designs while designing the *Impact on Student Learning* elements.

2015-2016: Participating LEAs scale up to full implementation of the *Professional Practice* elements of their designs while piloting the *Impact on Student Learning* elements, using local measures in the absence of CORE Growth Model results.

2016-2017: Participating LEAs scale up to full implementation of both the *Professional Practice* and *Impact on Student Learning* elements of their evaluations, including CORE Growth Model or an approves alternative.

2017-2018: Successful implementation of evaluation systems launched during SY 2016-2017 are evaluated during the fall Peer Review process.

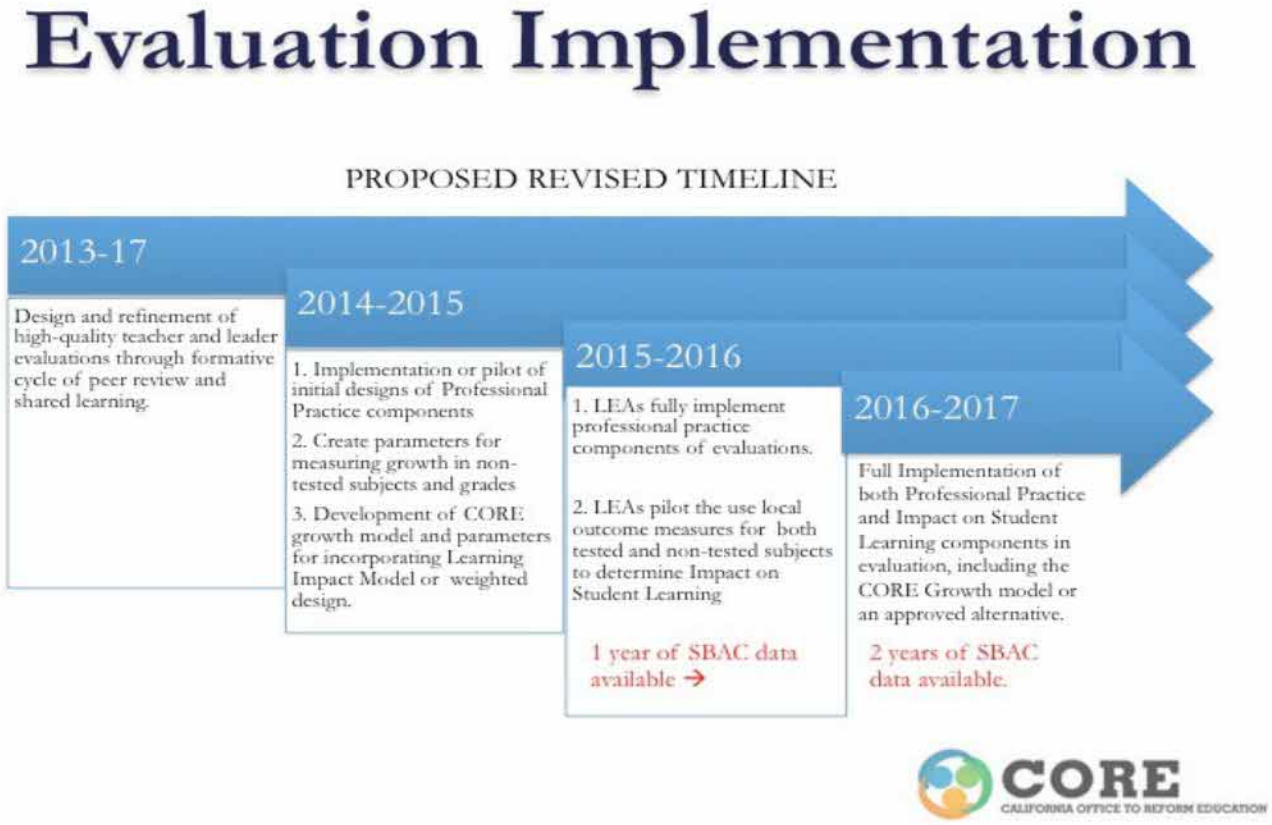

Figure 7.

Accountability

The waiver is unique given the lack of direct involvement from the state education agency. Through a common Memorandum of Understanding (MOU) the CORE LEAs agreed to demonstrate their commitment to mutual accountability and transparency. The purpose of the MOU was to establish a framework of collaboration and shared accountability among all Participating LEAs, including the original CORE Districts, to articulate specific roles

and responsibilities in support of implementation. This new CORE accountability framework:

1. Holds participating LEAs accountable for commitments made in the MOU and waiver application;
2. Provides forums for continued collaboration among participating districts;
3. Inspires LEAs to comply based on a moral imperative, rather than a punitive compliance structure, the key tenets of which are:
    a. Alignment to a clear and compelling reform mission and agenda;
    b. Peer driven;
    c. Low cost and low impact on personnel workloads in order to be sustainable in the long term; and
    d. Based on expectations that system leaders will hold themselves and their colleagues mutually accountable to gain the benefits of the waiver.

In this spirit, a rigorous Peer Review Cycle has been established which will annually assess the quality and timeliness of your LEA's design and implementation of high quality evaluations for teachers and leaders.

EES Peer Review Cycle

The EES Peer Review Program was designed by participating LEA representatives from the Professional Capital Team. The theory of action for the design is to ensure that EES work is not just compliant with the requirements of the CORE waiver and SQIS, but that it is also a process of collaborative learning, growth and sharing of best practices. In other words, peers are holding peers accountable in ways that build Professional Capital, not just human capital. It is both formative and summative in design, allowing for continuous improvement and growth with designated benchmarks to reach the ultimate goal of full implementation of robust, high-quality evaluation systems for teachers and leaders by 2016-2017.

The EES Peer Review Cycle has three, annual steps required of each participating LEA, beginning in the fall of each year: 1) Calibration and Shared Learning; 2) Self-Assessment and 3) Peer Review. A fourth and fifth step are contingent upon successful outcomes in the first three. See Figure 7 below.

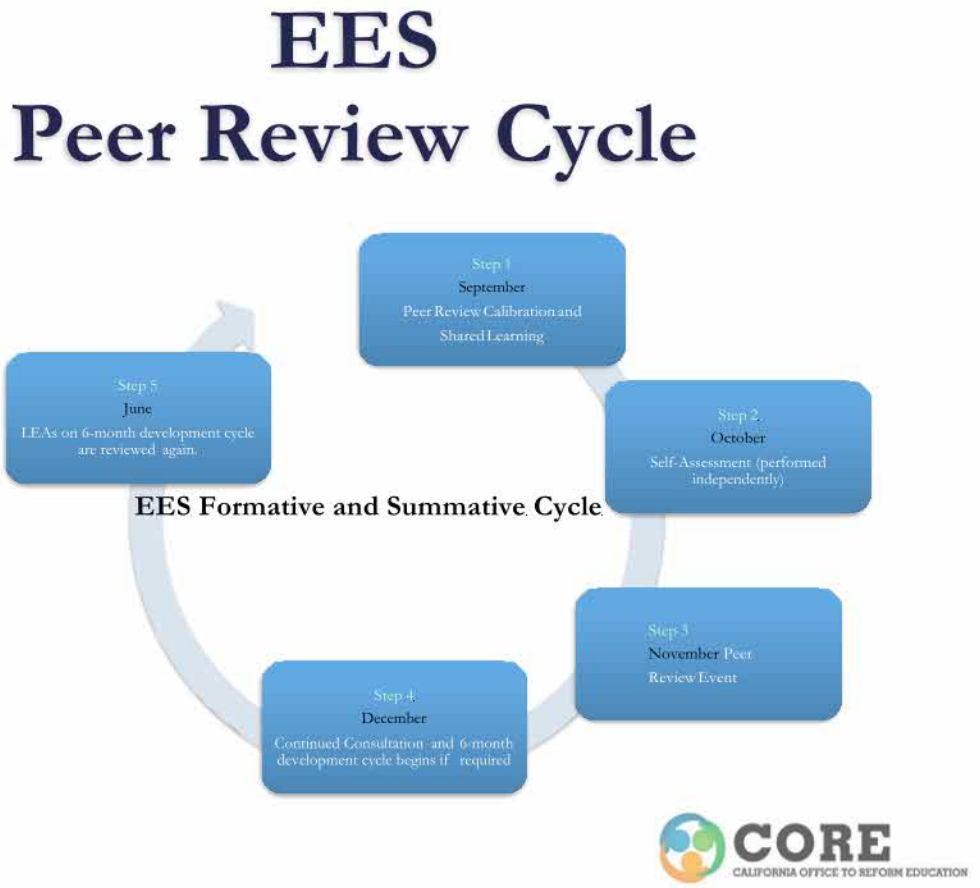

Figure 8.

Step 1: Calibration and Shared Learning

In September of each year, LEA Peer Review Teams will come together for a day of training and shared learning to ensure accuracy of ratings and inter-rater reliability. During this day, participants will review the *EES Rubric* (see Pg. 24 for rubric) and score test cases for both teacher and principal evaluations. They will engage in group work and exercises that help them to clarify distinctions across the ratings of the rubric and to assess validity of evidence provided. A second day will also include a guest speaker and workshop related to an area of particular interest or need. For example, using valid measures to determine differentiation of rating levels, incorporating multiple measures in evaluations, new developments in principal evaluation, or how to design evaluation systems to support teachers of special education students.

- All P3 Peer Review documents are housed on Confluence here: http://core.caedpartners.org/display/TM/Principle+3+Peer+Review
- LEAs must appoint 2-4 representatives to participate in training and calibration as part of the LEA Peer Review Team.
- These representatives will form the LEA Peer Review Team and be responsible for all aspects of the Peer Review Cycle for their LEA.

- If an LEA is unable send the entire team to all events, at least one consistent representative must remain throughout.

Step 2: Self-Assessment

Following the calibration day (Step 1), LEA Peer Review Teams will proceed to conduct self-assessments of LEA's progress with teacher and leader evaluations using the common workbooks provided (see Appendix B for *EES Peer Review Workbooks*). Templates are completed for each system (teacher and leader), evidence of achievement is collected and supplied, and scores are indicated for each domain. Once LEA self-assessments are complete, LEAs submit templates and evidence to CORE.

- All uploads of Self-and Peer Reviews go here: http://core.caedpartners.org/pages/viewpage.action?pageId=13402119
- Six weeks will be the minimum amount of time provided to LEAs to conduct Self-Assessments and Preliminary Reviews prior to November Peer Review event.
- LEAs have the option to begin the self-assessment prior to Step 1.

Review Groupings

Reviews will be grouped in triads. Each LEA's submission will be reviewed by two other LEA Peer Review Teams and a CORE staff member. Each LEA Peer Review Team will also receive two LEA submissions to review. This grouping design ensures that multiple reviewers are having the opportunity to look at the same submission. Triads will be created to match districts with those of similar size and geographic location whenever possible.

Triads 2015-2016

LBUSD Reviewed	FUSD	SAUSD	LAUSD	OUSD	SFUSD
Reviewer 1	SAUSD	LBUSD	LBUSD	OUSD	LAUSD	OUSD
Reviewer 2	FUSD	SAUSD	FUSD	SFUSD	SFUSD	LAUSD

Preliminary Review

CORE will forward completed Self-Assessments to the designated LEA Peer Review Teams for initial review and scoring. Once LEA Peer Review Teams have reviewed and scored designated submissions, score reports (see draft Score Report, Appendix C) are sent to CORE. CORE receives preliminary score reports from reviewers and shares them with the receiving LEA prior to Peer Review Event.

Step 3: Peer Review Day and Scoring

In November, all teams will convene for a day to meet with the LEA teams that are reviewing their submissions and to conduct reviews as part of the Triad. Each LEA will be given time to discuss any final thoughts or comments regarding their submissions (based on preliminary scores and feedback) for both teacher and leader evaluations and to answer

clarifying questions from reviewers. Reviewers will then be given time to caucus and reach consensus on a final set if scores (one score for each domain of the rubric). In addition to submitting scores, review teams will be asked to provide a list of perceived strengths, weaknesses and recommendations for next steps. See scoring sheet, Appendix C.

LEAs must receive final scores that reach the designated cut-points in each domain each year. If an LEA does not reach the cut-point for one or more domains, they will enter into an additional, focused review cycle for the domain(s).

Rubric Cut-Points

The rubric is organized across 5 rating levels: 5 – Exceeding Expectations; 4- Meeting Expectations; 3- Approaching Expectations; 2- Below Expectations; 1-Non-compliant.

Cut-points have been established for each of the nine domains of the rubric in a graduated design, moving each year to full expectations.

2015-2016: Cut-points for all domains move from level 3 to level 4 (meeting expectations)

2016-2017: Cut-points for all domains reach level 4 with the exception of domains 7, 8,

Post-Review

Following the Peer Review Day (Step 3), LEAs will receive official notification from CORE of their scores and feedback for both teacher and leader evaluations. This notification will also include any additional reviews that will be necessary and recommended actions to meet requirements. If an LEA meets all cut-points, the LEA is free to continue with implementation until the next school year cycle. Each LEA must participate in Steps 1-3 each year. LEAs requiring 6-month development work will undergo an additional Peer Review in June conducted by the same Triad.

Site Visits

LEAs may receive a site visit from Peer Review partners or CORE staff to gather further information regarding their implementation of EES systems. A site visit may be recommended by reviewers where a discrepancy that cannot be resolved exists between reviewers. Site visits may include focus groups with teachers and/or principals, meetings with district administration, or additional evidence gathering as recommended by reviewers.

Data Gathering

All participating LEAs are required to collect relevant data regarding the results of their EES cycles each year. These data may include statistics on the number of teachers and principals that received ratings each level, personnel decisions made as a result of EES ratings, number of visitations, observations or meetings that were conducted, revisions made, and as noted earlier, stakeholder engagement activities. LEAs will be asked to share and reflect on these data each year as part of their collaborative work.

EES Rubric

The *EES Rubric* has evolved from the initial design submitted with the 2013 ESEA waiver application and now reflects the knowledge and insights gained in the first year of EES design work as well as emerging research from the field. The Professional Capital team conducted a practice self-assessment in January of 2014 to provide further feedback on the relevance of the rubric. The current version (below) was approved by the CORE Board in June of 2014 and was used for the first formal cycle of Principle 3 Self- and Peer Review in the Fall of 2014. During the Fall training and calibration, districts also developed a rubric guide to assist teams in their review (see Appendix D.)

The domains (rows) of the rubric reflect the design parameters and guidelines delineated in the waiver. These domains are intentionally written with broad terminology to enable the local context of each LEA to describe how, more specifically, the expectation will be met.

Principal and Leader Evaluation systems are held to the same standards as teacher evaluations and therefore, it was determined by the Professional Capital team that one rubric should be used for all evaluations. In the case of classroom observations, you will see that there is a footnote indicating that this is not required for principals. It is important, however, that in evaluating principals, multiple measures, including opportunities to observe a principal doing his/her job (e.g. coaching a teacher, running a meeting, conducting stakeholder engagement activities, etc.) be included as a regular part of the evaluation cycle.

Expectation	5 (highest score)	4	3	2	1 (lowest score)
LEA meaningfully engages stakeholders in the development, pilot and implementation of EES.	Multiple information sessions are held with different stakeholder groups and feedback is used to inform EES design decisions.	Multiple information sessions are held with intentional efforts to seek input from different groups of stakeholders	Multiple information sessions are held for specific stakeholder groups	One or two information sessions are held for specific stakeholders.	No information sessions are held to describe the EES to stakeholders.
EES uses viable methods to differentiate among 4 levels of effectiveness clearly defined and supported with required training and annual calibration for inter-rater reliability.	EES has four effectiveness ratings, clearly defined and supported with annual required training and/or calibration activities for supervisors.	EES has three effectiveness ratings that are defined and supported with annual required training and/or calibration activities for supervisors.	EES has three effectiveness ratings, clearly defined and supported with an annual review of the EES for supervisors.	EES has three effectiveness ratings that are not defined.	EES has two levels of effectiveness.
EES cycle incorporates multiple data sources, collected with sufficient frequency, to determine effectiveness.	EES cycles incorporate multiple (2 or more) observations[1] and other evidence (including student outcomes using state assessments) throughout the evaluation cycle to determine progress and effectiveness ratings.	EES cycles incorporate at least two observations and other pieces of evidence (including student outcomes common across district) to determine progress.	EES cycles incorporate one observation and locally (district) developed student outcome measures to determine effectiveness ratings.	EES cycles incorporate one observation and other evidence common within school or classroom.	EES cycles incorporate one observation and no other evidence of effectiveness or impact.
EES is aligned with CORE Common Evaluation Guidelines for Teachers and Leaders.	EES incorporates all of the priorities and components of the CORE Guidelines.	EES incorporates at least 75% of the priorities and all linked components.	EES incorporates at least 50% of the priorities and all linked components.	EES incorporates 50% of the priorities but not all linked components.	EES incorporates less than 50% of the priorities.
EES includes meaningful feedback cycles connected to professional growth.	EES provides structures to facilitate meaningful feedback that is adjusted throughout each evaluation cycle and clearly linked to professional growth goals for the individual as well as the district and school.	EES provides structures for meaningful feedback that is linked to professional growth goals for the individual as well as the district and school.	EES provides structures for some feedback that is linked to district and school professional development priorities.	EES provides structures for some feedback, but it is not linked to a professional growth goal or a LEA/school PD priority.	EES provides minimal to no structures for feedback.
EES informs cycles of instructional collaboration, coaching and/or professional learning.	EES directly informs opportunities for all educators to connect with peers or groups of peers with similar instructional goals or with needed expertise in networks for learning and collaboration.	EES links only new educators and educators in need of improvement to peers with needed expertise to improve practice. (e.g. Coaching, mentoring, PAR)	All educators participate in professional learning and collaboration focused on instructional goals determined by building supervisors or the district. This process is not linked to the EES.	New educators are given professional support to improve practice. This process is not linked to the EES.	No educators participate in professional learning or collaborations.
EES incorporates one of the two SQIS options for measuring impact on student learning.	EES ratings account for the use of SQIS growth measures (TBD) using one of the two available options or an approved alternative.	EES ratings account for impact on student learning using state and district assessment data.	EES ratings reflect impact on student learning using district assessment data.	EES ratings reflect impact on student learning using school site assessment data only.	EES ratings do not include impact on student learning measures.
EES incorporates approved measures of student growth in non-tested subjects and grades for measuring impact on student learning.	LEA implements methods to determine student growth measures for non-tested grades and subjects that comply with SQIS's and/or USED approved design parameters.	LEA pilots methods to determine student growth measures for non-tested grades and subjects that comply with SQIS's and/or USED approved design parameters.	LEA designs local methods for determining student growth measures in non-tested grades and subjects that comply with SQIS's and/or USED approved design parameters.	LEA researches methods for determining student growth measures in non-tested subjects and grades.	Not applicable.
LEA utilizes EES to inform recruitment, promotion, tenure, transfer, lay off and dismissal decisions.	LEA defines and implements parameters for the use of EES results in recruitment, promotion, tenure, transfer, lay off and dismissal decisions.	LEA pilots defined parameters for the use of EES in personnel decisions.	LEA defines parameters for use of EES in personnel decisions.	LEA researches potential parameters for use of EES in personnel decisions.	EES is not used for personnel decisions.

[1] Observations apply to teacher evaluations only.

2015-2016

EES Peer Review Cycle Calendar Overview

August 2015

➢➢ Professional Capital Team Determines Shared Learning Goals for the Year

September 2015

➢➢ LEAs Assemble Peer Review Teams

➢➢ LEA Peer Review Teams Attend Calibration and Shared Learning Event

October 2015

➢➢ LEA Peer Review Teams Complete and Submit Self-Assessments

➢➢ LEA Peer Review Teams Receive Submissions From Assigned LEAs For Review

November 2015

➢➢ LEA Peer Review Teams Submit Preliminary Review Comments and Scores

December 2015

➢➢ All-Teams Peer Review Day

January 2016

➢➢ LEAs Receive Notification Of Satisfactory Achievement Of Expectations Or Required 6-Month Development Period

➢➢ LEAs Requiring 6-Month Development Period For Specific Domains Meet With CORE To Determine Action Steps Required And Supports Needed

➢➢ LEAs Move Forward With Implementation And Stakeholder Engagement Related To New EES

➢➢ LEAs Gather Data And Feedback On New Systems

February 2016

➢➢ LEAs Continue to Gather Data and Evaluate

➢➢ LEAs Continue to Engage Stakeholders

March 2016

➢➢ LEAs Engage in Summative Process With Educators Being Reviewed to Finalize Evaluation Cycles for the Year

April 2016

➢➢ All-Teams Peer Review Day

➢➢ LEAs Engage in Summative Process With Educators Being Reviewed to Finalize Evaluation Cycles for the Year.

May 2016

➢➢ LEAs Analyze Summative Evaluation Data and Feedback

➢➢ LEAs Revise *Professional Practice* Elements of EES Based on Analysis and Feedback

June 2016

➢➢ LEAs Undergoing 6-month Development Cycle From Fall Peer Review Convene With Review Teams and CORE to Re-evaluate.

➢➢ Professional Capital Convenes LEAs To Share Appropriate Data And Reflections On Pilot Implementation Year

➢➢ CORE reports progress to Oversight Panel

July 2016

➢➢ LEAs Undergoing 6-month Development Cycle Are Notified by CORE of On- Going Status

August 2016

➢➢ LEAs Prepare To Scale-Up Full Implementation of both Professional Practices and Learning Impact Elements of EES

➢➢ LEAs Prepare For Next Peer Review Cycle

Appendix

- A: EES Common Educator Effectiveness Guidelines
- B: Self-and Peer Review Workbooks
- C: Peer Review Score Report Forms
- D: 2014-2015 Rubric Guide

CORE
CALIFORNIA OFFICE TO REFORM EDUCATION

Professional Capital

Common Evaluation Guidelines for Teachers and Leaders

On August 6, 2013, the U.S. Department of Education granted an ESEA Waiver to a small group of California school districts marking an historic shift from state control and accountability to a collaborative model of local accountability. This collaboration, managed by the California Office to Reform Education (CORE) sets a new standard for cross-district communities of shared knowledge rather than silos of compliance or "lighthouse" exemplars. Together, these districts serve as a model for the rest of the state in a more powerful way than any one of them can alone.

CORE's waiver is rooted in shared learning and responsibility for student achievement and partnership with the families and communities they serve. It is designed to instill a new collective and individual moral imperative to prepare all students for successful futures—nested in the specific needs of California students, with an all-encompassing focus on eliminating disparities between subgroups. This plan is grounded in the concept of moral imperative highlighted in the work of Michael Fullan, Ph.D.[1] and described succinctly in his paper "Choosing the Wrong Drivers for Whole System Reform."[2]

CORE's goal in focusing on effective leadership and instruction is to fundamentally transform the way participating LEAs recruit, prepare, evaluate, and develop effective teachers and leaders to ensure that every student will have access to highly effective teachers and leaders. All participating LEAs want teachers and administrative leaders to feel valued as professionals who have constant opportunities to learn, grow, and be rewarded for their dedication and results.

To best support the development and implementation of robust evaluation systems employing the guidelines laid out within the waiver application, the participating LEAs believe that the design and delivery of support systems/processes based on each LEA's local context is critical. To that end, CORE convenings of the eight districts sought not to limit successful practices or systems in place in CORE districts, but to broaden their scope, find commonalities across districts, and foster communities of shared knowledge.

The Role of Student Learning in CORE District Evaluations

The waiver lays out two options from which CORE districts will choose to incorporate student growth measures[3] as part of the evaluation. Option 1 is referred to as the *Learning Impact Model*. In this model, evaluations consist of two counterbalancing parts. The first, *Professional Practice*, is measured and rated on four performance levels as designed locally and in alignment with a common set of effectiveness indicators described later in this document. The second is the *Impact of Student Learning* – or growth measure for a classroom or larger group of students for which the educator is responsible. If these two parts are equally strong or weak, the designated rating is clear. If, however, one part is significantly higher or lower than the other, this will prompt a conversation between the educator and his/her supervisor regarding appropriate supports, interventions or further investigation as determined locally. Figure 1 (below) illustrates the two parts of an evaluation.

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[1] Professor Emeritus at the Ontario Institute for Studies in Education at the University of Toronto, and Special Adviser on Education to

[2] Fullan, M. (2011). *Choosing the Wrong Drivers for Whole System Reform*. Centre for Strategic Education. Retrieved 2012, from http://www.michaelfullan.ca/media/13396088160.pdf.

[3] A growth model incorporating SBAC assessment results will be determined with input from the CORE districts by 2014 and piloted in 2014-2015 along with new evaluation systems.

Professional Practice Summative Performance Rating	*Exemplary*	Exemplary, Low**	Exemplary, Moderate	Exemplary, High
	Proficient	Proficient, Low*	Proficient, Moderate	Proficient, High*
	Needs Improvement	Needs Improvement, Low	Needs Improvement, Moderate*	Needs Improvement, High*
	Unsatisfactory	Unsatisfactory, Low	Unsatisfactory, Moderate*	Unsatisfactory, High**
		Low	*Moderate*	*High*
		Student Impact Rating		

Figure 1.

*Depending on the local business rules created, this result would prompt further conversation or data collection prior to determining further action or a summative rating.

** No teacher or leader receiving a low impact rating can receive an exemplary overall rating. Similarly, no one receiving an unsatisfactory professional practice rating can be promoted to an exemplary overall rating due to a high student impact rating.

In Option 2, districts may choose to set a predetermined weight to student growth of 20% or more for the *Impact on Student Learning* portion of the evaluation. Figure 2 (below) illustrates these two options.

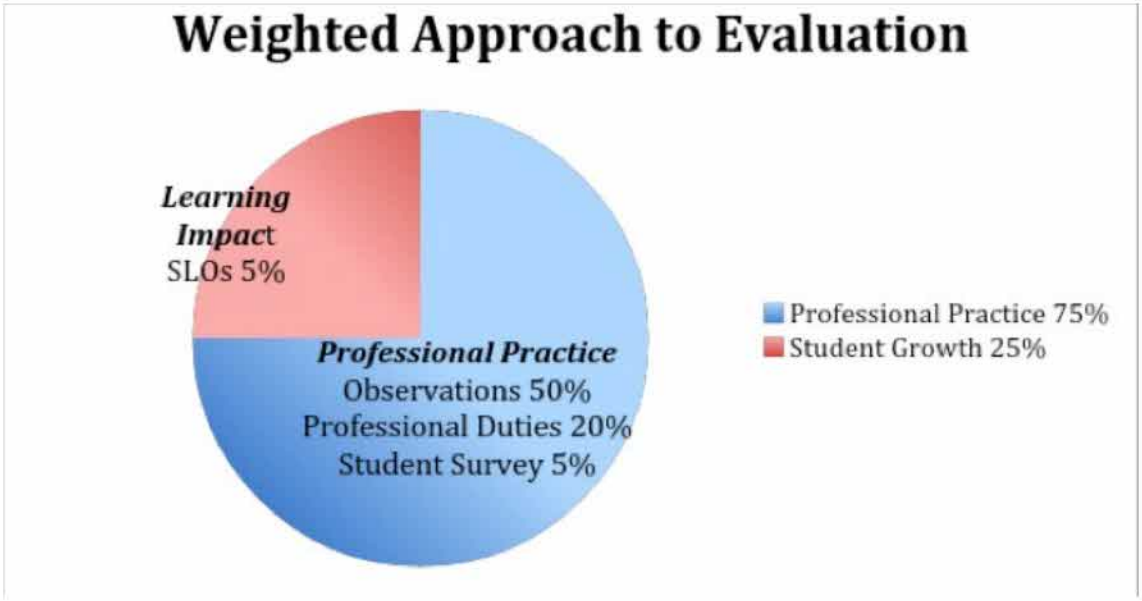


Figure 2.

As districts design both aspects of their evaluation systems for teachers and administrators in partnership with local stakeholders, they will be required to ensure that the new systems align with waiver requirements and the common effectiveness indicators described in the next section. A cycle of review will take place to support this process as illustrated in Figure 3, below.

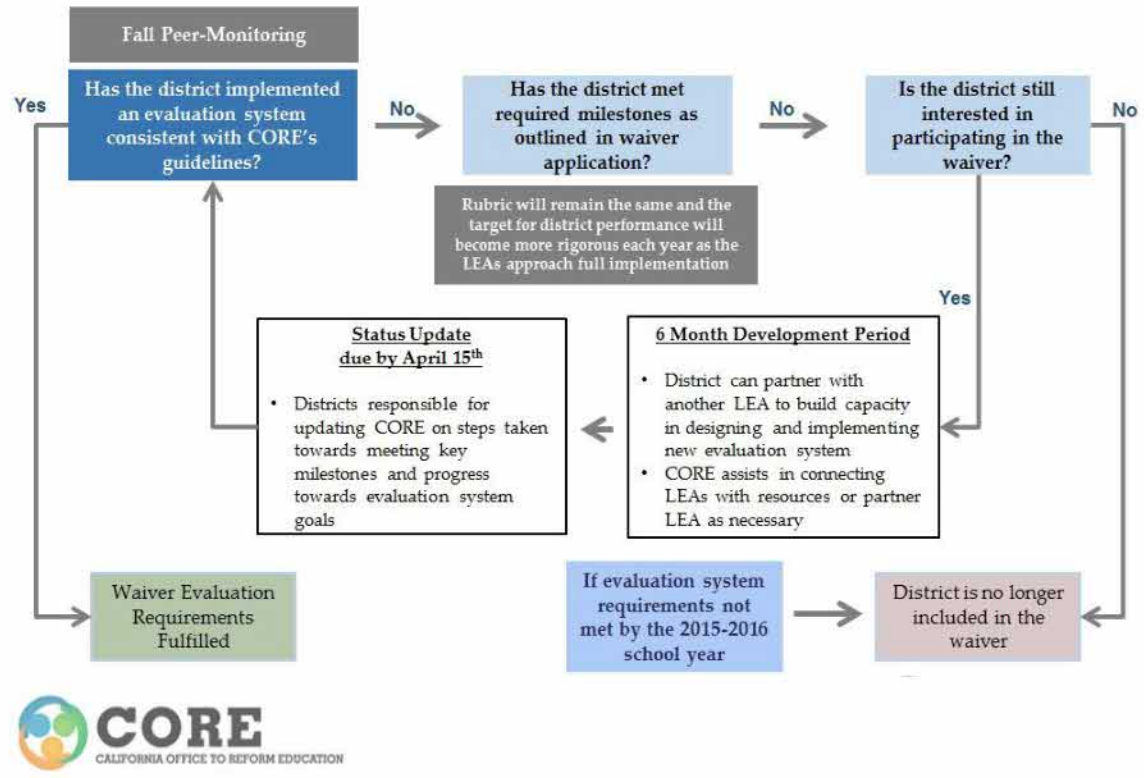


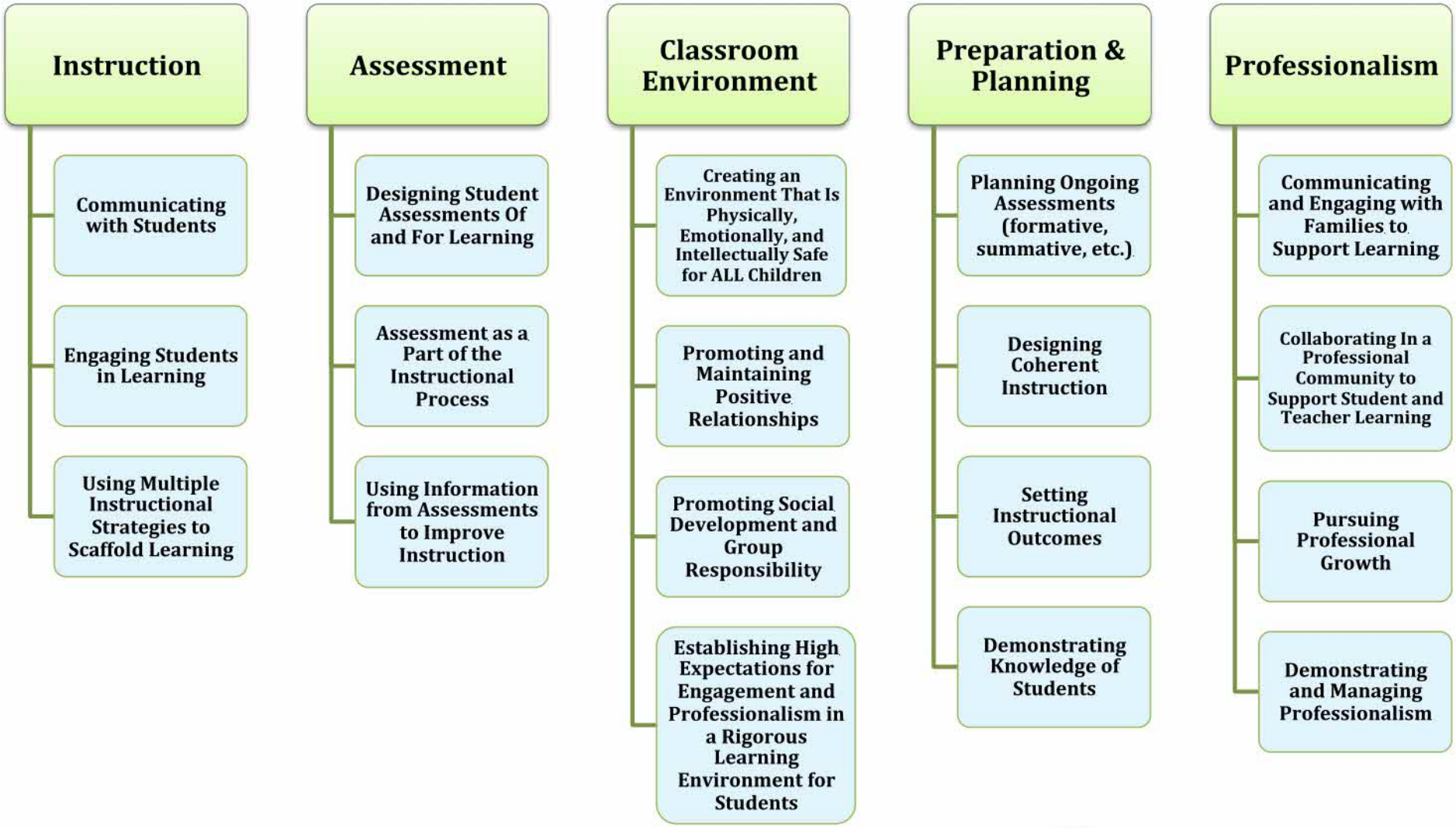
Figure 3.

Common Effectiveness Priorities, Actions and Indicators for Teachers and Leaders

The evaluation guidelines described next are the result of multiple cross-district collaborations based on current research and existing evaluation systems within the CORE collaborative. The guidelines reflect broad agreements across the CORE LEAs about the aspects of teaching and leadership practice that are most essential and can be measured in multiple ways within each local context. For teachers, the guidelines draw heavily on the work of Charlotte Danielson and existing standards for the teaching profession such as the California Standards for the Teaching Profession (CSTPs). For leadership, the work draws upon Superintendent Torlekson's education excellence taskforce's *Greatness by Design,* the California Professional Standards for Educational Leaders (CPSEL) developed by WestEd, and the National Center for Education Achievement (NCEA) Frameworks. The guidelines encompass broad priorities, each with distinct components, actions and indicators to which the LEAs will align their local evaluation systems.

Common Educator Effectiveness Guidelines for Teachers

September 2013



Teacher Priority: Instruction

Instruction.1: Communicating with Students		
Component	Actions	Sample Indicators
Instruction.1.1	Teacher clearly communicates the purpose of each lesson	Observations and artifacts indicate the classroom teacher clearly communicat learning expectations for all students.
Instruction.1.2	Teacher clearly directs students in their activities	Students can articulate what they are s be doing and why.
Instruction.1.3	Teacher uses both oral and written instructions and communications	Teacher instructions, assignments, cou and lesson plans demonstrate effective written and oral communication.
Instruction.1.4	Teacher uses language or images in ways that supports student learning	• Correct and imaginative use of la observed. • Use of academic language.

Instruction.2: Engaging Students in Learning		
Component	Actions	Sample Indicators
Instruction.2.1	Teacher models the value of shared learning in the classroom	Students are given multiple and divers to work, share and learn together. For e • Project-based learning • Field Trips • Peer-review • Small group discussions
Instruction.2.2	Teacher utilizes activities and assignments that are engaging and relevant for students.	• Students show enthusiasm and int • Students are active, not passive.
Instruction.2.3	Teacher groups or organizes students for learning in a variety of ways to promote engagement.	Students appear motivated to work.
Instruction.2.4	Teacher uses engaging materials and resources.	Students appear to be using materials a effectively.
Instruction.2.5	Teacher utilizes appropriate structure and pacing to keep all children engaged and to maximize learning time.	Students do not appear bored or rushed

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Teacher Priority: Instruction, cont.

Instruction.3: Using Multiple Instructional Strategies to Scaffold Learning		
Component	Actions	Sample Indicators
Instruction.3.1	Teacher uses a variety of questioning and discussion techniques	• Teacher is observed asking open-ended questions. • Students ask questions and encouraged to formulate questions in a variety of ways. • Teacher observed questioning in order to push students toward high-level thinking.
Instruction.3.2	Teacher designs activities that scaffold learning.	• Students are grouped to encourage peer learning • Students are observed challenging each other to high-order thinking. • Teacher uses strategies and resources that break big concepts into manageable components.
Instruction.3.3	Teacher designs homework, projects and writing assignments to reinforce learning	Student work and writing samples reflect understanding of the content

Instruction.4: Using Formative Assessment in Instruction		
Component	Actions	Sample Indicators
Instruction.4.1	Teacher articulates assessment criteria	• Assessment criteria is documented in the classroom • Students demonstrate a clear understanding of the criteria (e.g. clear oral presentations, correct spelling, etc.) • Teacher-created rubrics
Instruction.4.2	Teacher uses formative assessment data to monitor student learning	• Teacher observed posing questions created to elicit evidence of student understanding • Teacher records reflect careful tracking of student progress
Instruction.4.3	Teacher uses formative assessment data to give feedback to students	• Teacher observed circulating and giving students direct feedback • Quality feedback on written assignments
Instruction.4.4	Teacher helps students to monitor their own progress using formative assessments and data	• Students are observed assessing their own work against criteria or rubric • Students participating in peer review

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Teacher Priority: Assessment

Assessment.1: Designing Student Assessments Of and For Learning		
Component	Actions	Sample Indicators
Assessment.1.1	Teacher aligns assessments with learning targets	Assessment tasks selected are relevant to the objective for the lesson
Assessment.1.2	Teacher articulates criteria for proficiency clearly prior to assessment	Lesson plan review shows learning targets articulated
Assessment.1.3	Teacher creates formative assessment opportunities within instruction	Lesson plan review shows formative assessment opportunities articulated
Assessment.1.4	Teacher designs assessment results to determine next steps in instruction	Lesson plan review indicates how student responses will be reviewed and how instruction modifications would occur.

Assessment.2: Assessment as a Part of the Instructional Process		
Component	Actions	Sample Indicators
Assessment.2.1	Teacher articulates the assessment criteria for the lesson/units	• Lesson/unit/curriculum map objectives are posted or stated by the teacher • Students can explicitly articulate the assessment criteria of the lesson/units
Assessment.2.2	Teacher actively monitors student learning during instruction	• Teacher gives feedback to students • Students self-assess and monitor their own learning

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Assessment.3: Using Information from Assessments to Improve Instruction		
Component	Actions	Sample Indicators
Assessment.3.1	Teacher applies knowledge of the purposes, characteristics and uses of different types of assessment	• Assessment for learning processes result in descriptive feedback and instructional adjustments • Assessment of learning processes used for evaluative feedback (part of a coherent grading system) • Assessment prompts match the Webb's Depth of Knowledge, processes and item type formats described in the CCSS and SBAC
Assessment.3.2	Teacher reviews data individually and with colleagues to monitor student learning	Teacher brings and discusses assessment data to collaborative meetings, and applies findings (recorded in summaries, meeting notes, agendas)
Assessment.3.3	Teacher communicates with students, families and other stakeholders about student achievement	Written/online artifacts; parent survey responses; observation of conversations

Teacher Priority: Classroom Environment

Classroom Environment.1: Creating an Environment That is Physically, Emotionally, and Intellectually Safe for **ALL** Children		
Component	Actions	Sample Indicators
Classroom Environment.1.1	Teacher establishes rules, expectations, and accountability systems	Teacher implementation of an accountability system. For example: • Discipline Referrals • Classroom vision statements • Posted norms & expectations

Classroom Environment.2: Promoting and Maintaining Positive Relationships		
Component	Actions	Sample Indicators
Classroom Environment.2.1	Teacher monitors and responds to student behavior in a timely and effective manner	Observations and data indicate classroom interactions are positive and respectful. For example: • Classroom vision statements • Parent and student surveys • Student referrals • Parent/teacher surveys • Student behavior contracts
Classroom Environment.2.2	Teacher manages procedures, transitions and routines effectively	• Student observed moving and transitioning through the day without incident. • Student referral rates • Incident reports
Classroom Environment.2.3	Teacher promotes a sense of community and safety within the classroom	• Students observed taking risks to share ideas • Students observed helping each other • Students observed acting with empathy to one another • Student/parent survey

Classroom Environment.3: Promoting Social Development and Group Responsibility		
Component	Actions	Sample Indicators
Classroom Environment.3.1	Teacher provides opportunities for students to meaningfully interact in a collaborative setting.	Classroom artifacts demonstrate collaborative learning. For example: • Cooperative learning structures • Project-based learning • Academic discourse • Student work samples • Furniture placement • Student survey

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Teacher Priority: Classroom Environment, cont.

Classroom Environment.4: Establishing High Expectations for Engagement and Professionalism in a Rigorous Learning Environment for Students		
Component	Actions	Sample Indicators
Classroom Environment.4.1	Teacher communicates the importance of learning and the expectation that all students can be successful.	Observations and data indicate students complete rigorous work. For example: • Depth and complexity of student work • Text complexity • Depth of knowledge on all 4 levels • Common core calibrated work at grade level
Classroom Environment.4.2	Teacher cultivates a culture of high expectations.	

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Teacher Priority: Preparation and Planning

Preparation and Planning.1: Planning Ongoing Assessments (formative, summative, etc.)		
Component	Actions	Sample Indicators
Preparation and Planning.1.1	Teacher completes lesson plans that include formative assessments	Teacher's lesson plans reflect embedded assessment.
Preparation and Planning.1.2	Teacher uses diagnostic assessments	• Teacher's assessments are properly balanced between formative and summative outcomes. • Results of student formative assessments are reflected in instructional plans.
Preparation and Planning.1.3	Teacher aligns assessments with curriculum map	Informal walkthroughs in a teacher's classroom document use of checking for understanding strategies.
Preparation and Planning.1.4	Assessment results are designed to determine next steps in instruction	Teacher's re-teach calendar consistently reflects instructional planning informed by assessment results.

Preparation and Planning.2: Designing Coherent Instruction		
Component	Actions	Sample Indicators
Preparation and Planning.2.1	Teacher designs instruction in alignment with long and short-term learning goals in mind.	Structured lesson plans
Preparation and Planning.2.2	Teacher designs instruction to advance students to learning goals	Lesson plans reflect stated goals and desired outcomes
Preparation and Planning.2.3	Teacher designs instruction to provide opportunities to engage students in group learning.	Learning groups reflect thoughtful attention to desired learning outcomes and diversity of students

Preparation and Planning 3: Setting Instructional Outcomes		
Component	Actions	Sample Indicators
Preparation and Planning.3.1	Teacher sets clear outcomes for students based on Common Core Standards where applicable.	Scope and sequence reflects learning goals aligned to CCSS.
Preparation and Planning.3.2	Teacher clearly articulates learning goals to students	Teacher makes statements of student learning-not activity
Preparation and Planning.3.3	Teacher develops appropriate outcomes for diverse learners	Student work demonstrates an appropriately challenging cognitive level

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Teacher Priority: Preparation and Planning, cont.

Preparation and Planning .4: Demonstrating Knowledge of Students		
Component	Actions	Sample Indicators
Preparation and Planning.4.1	Teacher plans instruction based on knowledge of students learning levels, needs and skills	Formal and informal information about students gathered by teacher for instructional planning
Preparation and Planning.4.2	Teacher plans and uses instructional accommodations to meet individual student needs	Teacher maintains records of student needs: • Response to Intervention Levels • Individual Education Plans • English Language Development Levels
Preparation and Planning.4.3	Teacher demonstrates knowledge of students' cultural and linguistic backgrounds	• Teacher connects and communicates with families in a culturally and linguistically appropriate manner. • Teacher's lessons reflect accommodations for English Learners and linguistic minorities.
Preparation and Planning.4.4	Teacher utilizes different instructional modalities	• Classroom-based student records and profile inform instructional planning • Use of technology and internet

Preparation and Planning.5: Demonstrating Knowledge of Resources		
Component	Actions	Sample Indicators
Preparation and Planning.5.1	Teacher models the value of shared learning in his/her professional life	Teacher is observed participating in multiple and diverse collaborations and communities focus on student learning and improving practice. For example: • Participating in: o PLCs o Virtual communities o Data Analysis o Mentoring o Team teaching o Lesson sharing o Group planning o Conferences and seminars
Preparation and Planning.5.2	Teacher aligns materials to desired learning outcomes	• Use of materials/resources provided by the district • Makes use of additional resources, such as those provided by professional organizations
Preparation and Planning.5.3	Teacher uses a diversity of teaching materials	• Use of a range of materials and tools from a variety of respected sources • Use of technology and internet

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Teacher Priority: Professionalism

Professionalism.1: Communicating and Engaging with Families to Support Learning		
Component	Actions	Sample Indicators
Professionalism.1.1	Teacher utilizes community and neighborhood resources.	• System of information to track student progress (progress reports, Power School…)
Professionalism.1.2	Teacher frequently provides information to families regarding instructional programs and individual study progress.	• Frequent & culturally appropriate information is sent home regarding instructional program and student progress. • Uses class webpage, district website and email.
Professionalism.1.3	Teacher frequently offers opportunities for family engagement.	• Calendar of classroom events and parent involvement indicates multiple opportunities throughout the year for parents to engage.

Professionalism.2: Collaborating In a Professional Community to Support Student and Teacher Learning		
Component	Actions	Sample Indicators
Professionalism.2.1	Teacher actively participates in collaborative learning with peers both within school and across the district and other professional organizations.	• Regular attendance at group planning meetings • Regular attendance at professional development events • Membership in professional organizations • Participation in cross-district collaborations • Participation in virtual communities of practice
Professionalism.2.2	Teacher maintains professional relationships that promote planning and working together.	• Shared lesson plans • Observes other teachers and invites others to observe in their classroom
Professionalism.2.3	Teacher's efforts move beyond professional duties to contribute to the larger educational community.	• Serves as mentor or participates in mentoring program • Participation in site and district networks for support and feedback.

Professionalism.3: Pursuing Professional Growth		
Component	Actions	Sample Indicators
Professionalism.3.1	Teacher sets professional growth goals	Locally defined evidence of professional growth. Planning inclusive of student achievement/growth. Examples: • Self-assessment • Use multiple sources of data • Set goals that are aligned with standards • Develop a growth (professional development) plan.
Professionalism.3.2	Teacher pursues growth goals and documents activities	• Teacher shows evidence of continual refinement of plan based on reflection • Teacher shows evidence of continual refinement of plan based on the achievement of his/her students.

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Teacher Priority: Professionalism, cont.

Professionalism.4: Demonstrating and Managing Professionalism		
Component	Actions	Sample Indicators
Professionalism.4.1	Teacher acts with integrity and honesty	• Student/parent surveys • Disciplinary record
Professionalism.4.2	Teacher puts student learning first in all professional considerations.	• Student/parent surveys
Professionalism.4.3	Teacher supports colleagues and self to maintain motivation, resiliency and energy to ensure student learning.	• Positive participation in school community events and collaborative activities
Professionalism.4.4	Teacher adheres to policies and established procedures.	• Teacher consistently fulfills district mandates

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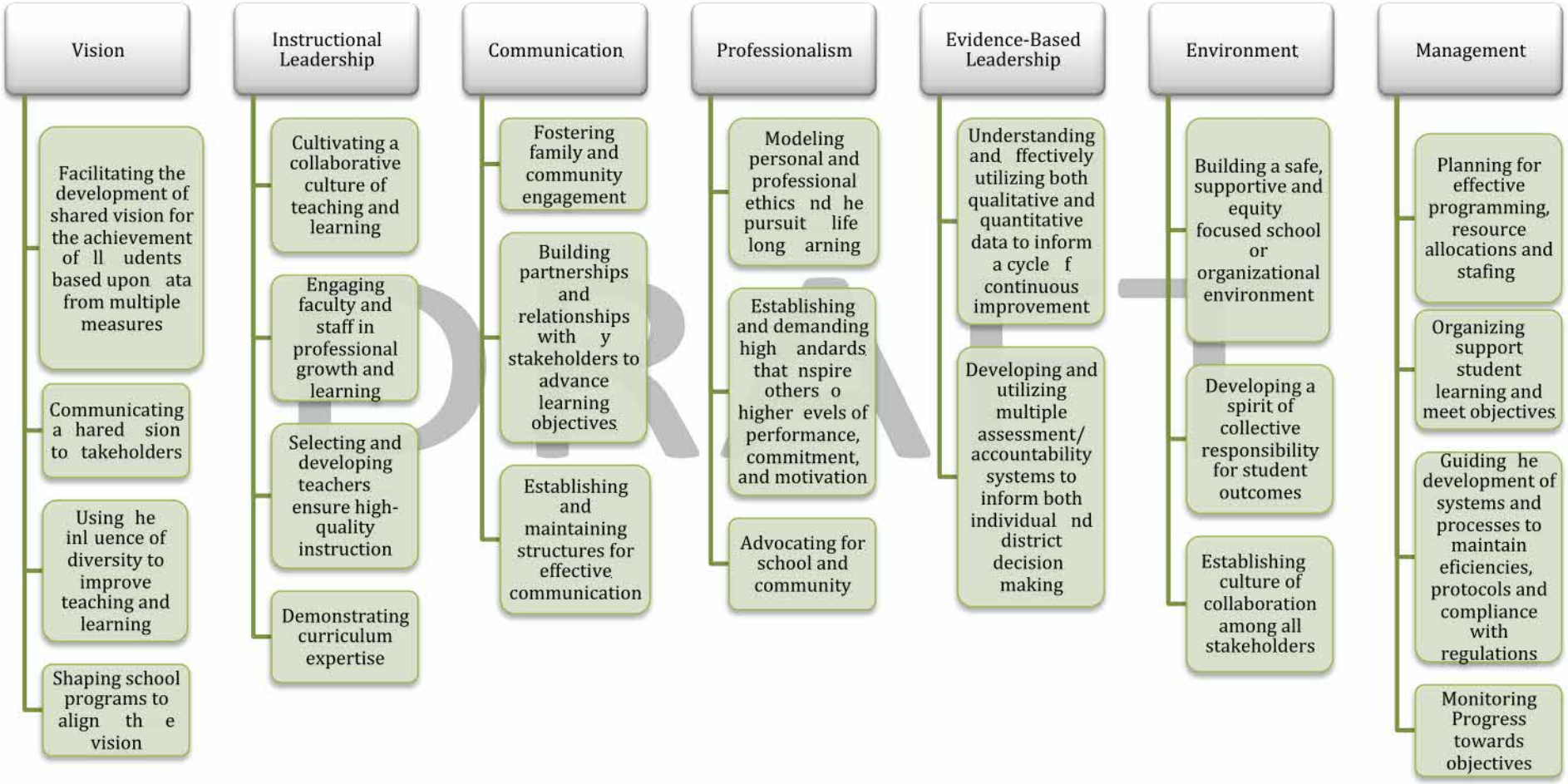
Common Educator Effectiveness Guidelines for Administrators



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Leadership Priority: Instructional Leadership

Instructional Leadership.1: Engaging Faculty And Staff In Professional Growth And Learning		
Component	Actions	Sample Indicators
Instructional Leadership.1.1	Leader facilitates meaningful differentiated professional development opportunities.	• Professional development calendars • Examples of professional development goals as promulgated by leader • Assessments, evaluations or surveys administered to teachers to determine needs
Instructional Leadership.1.2	Leader assesses professional growth and learning needs.	• Examples of individual teacher professional growth plans • Sample feedback provided by leader to teacher regarding professional growth goals
Instructional Leadership.1.3	Leader continuously improves knowledge and skills in educational technology use for self and staff.	• ET software is current and multi-faceted, meeting the needs of diverse learners • ET hardware is made available as appropriate, including assistive technology for students with learning disabilities or impairments

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Instructional Leadership.2: Cultivating A Collaborative Culture Of Teaching And Learning		
Component	Actions	Sample Indicators
Instructional Leadership.2.1	Leader creates systems and protocols to facilitate regular teacher collaboration between and across all grades and subject areas.	• Peer walk-throughs or instructional rounds programs • Grade level and subject-level meeting agendas and minutes • Published meeting protocols and norms
Instructional Leadership.2.2	Leader promotes and engages distributive leadership practices throughout the school or district.	• Posted teacher leadership opportunities • Number of teacher leadership positions available • Number of teachers involved in leadership outside of their classrooms

Leadership Priority: Instructional Leadership, cont.

Instructional Leadership.3: Selecting and Developing Teachers To Ensure High-Quality Instruction		
Component	Actions	Sample Indicators
Instructional Leadership.3.1	Leader conducts rigorous evaluations of staff based on evidence from multiple measures.	• Each instructional staff position has clearly articulated performance standards and expectations. • Staff evaluations are based on multiple ways of measuring progress towards and attainment of those expectations. • Evaluation results show teachers distributed across a range of categories based on their performance.
Instructional Leadership.3.2	Leader develops systems to monitor teaching and learning that provide actionable feedback.	• Instructional staff in need of improvement are provided with a documented process of feedback and support.
Instructional Leadership.3.3	Leader coaches individuals and teams to build capacity towards continuous improvement.	• Leader and/or an expanded group of school leaders engage in observations and provide feedback on multiple occasions throughout the school year. • Instructors receive detailed recommendations for PD and coaching when needed.
Instructional Leadership.3.4	Leader collects quality observational data	• Personnel files illustrate observations and notes based on clearly defined and understood rubrics.

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Instructional Leadership.4: Demonstrating Curriculum Expertise		
Component	Actions	Sample Indicators
Instructional Leadership.4.1	Leader ensures adequate and focused curriculum materials.	• Curriculum materials are up-to-date and in alignment with district requirements.
Instructional Leadership.4.2	Leader maintains and promotes expertise in current research-based instructional practices.	• Membership in professional organizations • Attendance at lectures, symposia, webinars, workshops • Subscriptions to web-feeds and periodicals related to the most current research (e.g. What Works Clearinghouse, etc.)

Leadership Priority: Instructional Leadership, cont.

Component	Actions	Sample Indicators
Instructional Leadership.4.3	Leader develops systems for targeted student intervention and support.	• Sample student intervention plans • Sample meeting agendas and minutes • IEP referral statistics • RTI progress reports • Discipline referral statistics
Instructional Leadership.4.4	Leader develops and promotes strategies to foster academic rigor in the curriculum for all students.	• Teachers regularly share assignments and student work samples to assess appropriate levels of rigor. • Teachers are held accountable for demonstrating that lessons are differentiated and rigorous for all students.

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Leadership Priority: Evidence-Based Leadership

Evidence-Based Leadership.1: Understanding And Effectively Utilizing Both Qualitative And Quantitative Data To Inform A Cycle Of Continuous Improvement		
Component	Actions	Sample Indicators
Evidence-Based Leadership.1.1	Leader collects, analyzes and disaggregates multiple forms of data for racial, linguistic, disability and/or gender inequities in student outcomes, disciplinary actions and learning opportunities.	• Use of sophisticated and customizable database • Sample reports and school report cards • Use of Growth model that sufficiently disaggregates by classroom, subject, grade and subgroup.
Evidence-Based Leadership.1.2	Leader engages all staff in utilizing disaggregated student data to determine appropriate student supports and interventions.	• RTI progress reports • IEP referral rates • Graduation and advancement statistics • Retention rates
Evidence-Based Leadership.1.3	Leader creates structures for teachers to collaboratively analyze student data and work to inform practice.	• Data are used and reviewed in every team meeting. • Leader establishes protocols for reviewing and analyzing student data and work. • Key data are reviewed at every meeting and teachers are aware of school and grade targets. • Teachers are expected to align classroom performance targets with school and grade targets.

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Evidence-Based Leadership.2: Developing And Utilizing Multiple Assessment/Accountability Systems To Inform Both Individual And District Decision-Making		
Component	Actions	Sample Indicators
Evidence-Based Leadership.2.1	Leader guides and supports instructional and operational decisions, interventions and adjustments and professional development for staff based upon student achievement data and proven practices.	• Sample program evaluation reports or surveys • Minutes of intervention team or staff meetings • Sample IEP meeting minutes • Clear milestones and benchmarks for student outcomes-including specific targets for student sub-groups are in place. • Comprehensive PD plan and calendar are aligned to public goals, performance management and individual goals. • Short- and medium-term action plans are in place for every goal.

Leadership Priority: Evidence-Based Leadership, cont.

Component	Actions	Sample Indicators
Evidence-Based Leadership.2.2	Leader uses multiple sources of data to identify trends within instructional programs and assess progress.	• Student performance reports indicate that data is examined using multiple lenses and levels of performance including: o Overall grade o Subject area o Classroom level o Individual student o Item analysis
Evidence-Based Leadership. 2.3	Leader creates systems for consistent monitoring of programs using multiple sources of data to inform continuous improvement.	• Data collection software and database development • Program evaluation forms and systems
Evidence-Based Leadership.2.4	Leader holds staff accountable for displaying and discussing student data and work	• Samples of walk-through protocols or rubrics

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Leadership Priority: Environment

Environment.1: Building A Safe, Supportive And Equity- Focused School Or Organizational Environment		
Component	Actions	Sample Indicators
Environment. 1.1	Leader establishes clearly articulated systems and procedures to maintain safe school or district environments for all students.	• Sample codes of conduct for students and families • Sample school norms • Security policies and procedures • Crisis management plans
Environment. 1.2	Leader supports the development of nurturing and effective behavior management systems that include RTI.	• Sample RTI Plans • Sample protocols for teacher-parent meetings • Explicit policy statements regarding the handling of student discipline • Explicit instructions for identification of students in need of academic or behavioral intervention
Environment. 1.3	Leader promotes equity and fairness and respect among all members of the school or district community.	• Parent survey • Student survey
Environment. 1.4	Leader provides formal and informal professional development for staff to improve understanding and sensitivity towards diverse racial, ethnic, socio-economic, linguistic and cultural backgrounds of students and their families.	• Appropriate socio-emotional support programs are in effect for all students • Diverse representation is evidenced at school events. • Language translations and childcare accommodations are provided to families when attending school events.
Environment. 1.5	Leader creates time, structures and processes for adults to build strong relationships with students.	• School and district calendars and special events • Number of clubs or extra-curricular activities made available to students • Teachers encouraged to supervise clubs, activities or sports outside of their classroom duties. • Student survey

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Leadership Priority: Environment, cont.

Environment.2: Developing A Sense Of Collective Responsibility For Student Outcomes		
Component	Actions	Sample Indicators
Environment. 2.1	Leader articulates roles for all stakeholders in student achievement and support.	• School codes/norms • Parent and community handbooks • School or district website • Back-to-school night agendas • Peer support programs
Environment. 2.2	Leader shapes the environment to make explicit links between student aspirations and achievement.	• Availability of rigorous courses for all students • Emphasis on socio-emotional learning made explicit in multiple ways • Student surveys • Parent surveys

Environment.3: Establishing A Culture Of Collaboration Among All Stakeholders		
Component	Actions	Sample Indicators
Environment. 3.1	Leader creates or provides professional structures that enable and encourage collaboration and instructional alignment.	• Instructional rounds • Open houses • Common planning schedule and protocols
Environment. 3.2	Leader provides structures for and encourages collaboration between external and internal communities (i.e. parents and community with staff and students) to achieve a variety of goals.	• Student internships offered by local businesses • Parent spirit days • Fundraising events • Community service projects

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Leadership Priority: Communication and Stakeholder Engagement

Communication and Stakeholder Engagenment.1: Fostering Family And Community Engagement		
Component	Actions	Sample Indicators
Communication and Stakeholder Engagement.1.1	Leader creates multiple opportunities to provide input from diverse perspectives in order to incorporate information about family and community expectations into school decision-making and activities.	• Sample correspondence between school and home • Committee membership represents diverse group of stakeholders • Sample correspondence
Communication and Stakeholder Engagement.1.2	Leader continuously creates two-way links between family and community in the school or district environment and instructional program.	• School to home events • School to home projects • PTA, school board and business community events and newsletters • School or district website • Sample correspondence

Communication And Stakeholder Engagement.2: Building Partnerships And Relationships With Key Stakeholders To Advance Learning Objectives		
Component	Actions	Sample Indicators
Communication and Stakeholder Engagement.2.1	Leader strengthens the school through the establishment of community, business, and institutional and civic partnerships.	• Student internships offered by local businesses • Parent spirit days • Fundraising events • Community service projects
Communication and Stakeholder Engagement.2.2	Leader supports the equitable success of all students and sub-groups of students by mobilizing and leveraging community support services.	• Partnerships with local daycare and healthcare providers • Partnerships with after-school and extended day programs
Communication and Stakeholder Engagement.2.3	Leader develops school-wide capacity to establish trusting and positive relationships.	• Joint committee development • Joint planning and reporting structures • Self evaluation • Staff evaluation

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Leadership Priority: Communication and Stakeholder Engagement, cont.

Communication And Stakeholder Engagement.3: Establishing And Maintaining Structures For Effective Communication		
Component	Actions	Sample Indicators
Communication and Stakeholder Engagement.3.1	Leader provides multiple forms of outreach and communication on a regular basis.	• School or district website • School or district publications and newsletters • School or district email and letter correspondence • Communications plan • Event schedules and plans
Communication and Stakeholder Engagement.3.2	Leader communicates information about the school or district on a regular and predictable basis through a variety of media.	• School or district website • School or district publications and newsletters • School or district email and letter correspondence • Communications plan

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Leadership Priority: Professionalism

Professionalism.1: Modeling Personal And Professional Ethics And The Pursuit Of Life-Long Learning		
Component	Actions	Sample Indicators
Professionalism.1.1	Leader demonstrates personal and professional ethics, integrity, justice and fairness and reinforces the same in others	• Parent survey • Student survey • Staff survey • Self-evaluation
Professionalism.1.2	Leader reflects on personal leadership practice and recognizes its impact and influence on others.	• Self-evaluation • Peer evaluation • Staff Survey
Professionalism.1.3	Leader engages in professional and personal development.	• Attendance at seminars, workshops and academic courses • New projects and/or responsibilities are reflected in accomplishments • Self-evaluation

Professionalism.2: Establishing And Expecting High Standards That Inspire Others To Higher Levels Of Performance, Commitment, And Motivation		
Component	Actions	Sample Indicators
Professionalism.2.1	Leader addresses difficult issues for the betterment of students, staff and the district.	• Self-evaluation • Peer evaluation • Staff evaluation
Professionalism.2.2	Leader submits professional, high-quality reports in a timely fashion.	• Sample reports or assignments
Professionalism.2.3	Leader is innovative and open to new ideas.	• Staff survey • Peer survey • Self-evaluation
Professionalism.2.4.	Leader listens to others and respects diverse perspectives and input when solving problems.	• Staff survey • Peer survey • Self-evaluation

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Leadership Priority: Professionalism, cont.

Professionalism.3: Advocating For School And Community		
Component	Actions	Sample Indicators
Professionalism.3.1	Leader seeks out opportunities to speak in the community to promote school or district programs or interests.	• Community calendar of events • Sample presentations • Self-evaluation • Peer evaluation
Professionalism.3.2	Leader promotes school and district interests through regular external and internal communications.	• Community calendar of events • Sample presentations • Self-evaluation • Peer evaluation
Professionalism.3.3	3.3 Leader pursues private funding when necessary to meet program goals.	• Sample grant applications

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Leadership Priority: Management

Mangagement.1: Planning For Effective Programming, Resource Allocations And Staffing		
Component	Actions	Sample Indicators
Management.1.1	Leader creates strategic plans using available resources.	• Sample strategic plans or comparable work plans • Budget reconciliations
Management.1.2	Leader ensures that the school or district operates consistently within the parameters of federal, state and local laws, policies, regulations and statutory requirements.	• School or district is in compliance with all applicable organizations and authorities
Management.1.3	Leader aligns fiscal, human and material resources to support learning of all sub-groups of students.	• Budget review reflects funds targeted towards and/or aligned with stated goals for closing the achievement gap • # of teacher vacancies • Teacher attrition statistics

Management.2: Organizing To Support Student Learning And Meet Objectives		
Component	Actions	Sample Indicators
Management.2.1	Leader organizes building or district staff and other resources to meet stated objectives.	• Budget review reflects funds targeted towards and/or aligned with stated goals • Classrooms, labs and libraries are well-supplied • Classroom technology is up-to-date
Management.2.2	Leader establishes school processes and structures that support student learning.	• Staff are hired and assigned to maximize learning goals for building or district • School year and calendar are set to maximize learning time • Clear and consistent processes are in place to identifying students at risk and developing supports
Management.2.3	Leader utilizes staff time efficiently.	• Meeting agendas are focused on student learning • Technology is used appropriately to reduce and focus meeting time on instructional issues • Staff survey • Peer survey

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Leadership Priority: Management, cont.

Management.3: Guiding The Development Of Systems And Processes To Maintain Efficiencies, Protocols And Compliance With Regulations		
Component	Actions	Indicators
Management.3.1	Leader utilizes effective systems of management, organizational development, and problem-solving and decision-making techniques.	• Staff survey • Sample work plans • Sample management software
Management.3.2	Leader manages legal and contractual agreements and records in ways that foster a professional work environment and secure privacy and confidentiality for all students and staff.	• Privacy policies and protocols • Inspection of records and storerooms • Data base security audit
Management.3.3	Leader sustains a safe, efficient, clean, well-maintained and productive school or district environment that nurtures student learning and supports the professional growth of teachers and staff.	• Inspection of school building, classrooms and grounds indicates a clean, safe and orderly environment. • Staff work rooms are well maintained and supplied with necessary resources, including high-speed internet connectivity and working computers, printers, copiers, etc.

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Mangagement.4: Monitoring Progress Towards Objectives		
Component	Actions	Sample Indicators
Management.4.1	Leader utilizes data for formative assessments of strategic plan.	• Review of benchmarks noted in strategic plans or work plans • Review of assessments used • Self-assessment
Management.4.2	Leader modifies plan based on results and continuous evaluations.	• Self-evaluation • Inspection of plan and results • Inspection of plan revisions and the rationale behind them
Management.4.3	Leader regularly communicates progress to stakeholders.	• Sample presentations • Sample correspondence • Staff survey • Parent Survey • Self-evaluation
Management.4.4	Leader re-directs resources as necessary to achieve goals of strategic plan.	• Budget review • Self-evaluation • Peer review

Leadership Priority: Vision

Vision.1: Facilitating The Development Of Shared Vision For The Achievement Of All Students Based Upon Data From Multiple Measures		
Component	Actions	Sample Indicators
Vision.1.1	Leader identifies and addresses any barriers to achieving vision.	• Written values statements reflect a commitment to pursuing the vision despite stated obstacles.
Vision.1.2	Leader collaborates with staff to inspire school and community to adopt and enact a shared vision of high expectations.	• Written values and beliefs reflect high expectations for all students.
Vision.1.3	Leader manages and responds to the emotions and complications involved in institutional change.	• Staff evaluation • Peer evaluation • Self-evaluation
Vision.1.4	Leader uses data and evidence from multiple sources to state the challenge and construct a plan for attaining the vision.	• Written values statements • Strategic plan

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Vision.2: Communicating A Shared Vision To Stakeholders		
Component	Actions	Sample Indicators
Communication.2.1	Leader aligns all written statements and communications to reflect the shared vision.	• Publications • Correspondence • Presentations/events • School website
Communication.2.2	Leader creates or facilitates the creation of illustrations, symbols, logos or models to represent the vision and capture attention of stakeholders.	• School logos and graphic images • Stationery • T-shirts, posters, banners • Website
Communication.2.3	Leader repeatedly references the vision in public settings with stakeholders.	• Sample presentations and communications

Leadership Priority: Vision, cont.

Vision.3: Recognizing And Embracing Diversity As Part Of The Vision		
Component	Actions	Sample Indicators
Vision.3.1	Leader sets policies that support a culture of inclusion.	• Diverse committee membership • Diverse stakeholder voices and perspectives are represented in meetings and within decision-making structures.
Vision.3.2	Leader creates opportunities for students and staff to celebrate and learn from the various cultural, linguistic, racial, religious or ethnic origins represented in the school or district.	• Walls and displays throughout the school are reflective of the diversity of the schools families and community. • School projects and events • School-community partnerships
Vision.3.3	Leader provides training for staff to enhance cultural awareness and understanding in the classroom.	• School professional development plan • Individual professional development plans

Vision.4: Shaping School Programs To Align With The Vision		
Component	Actions	Sample Indicators
Vision.4.1	Leader marshals and leverages all necessary resources, including technology to implement the vision	• Grant applications • Fundraising events • Budget reviews
Vision.4.2	Leader makes adjustments to strategic plan as needed to support the vision.	• Strategic plan or work plan review • Program evaluation structures, systems and data
Vision.4.3	Leader creates and terminates programs based on their impact and support of the vision.	• Program evaluation structures, systems and data

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Educator Evaluation System (EES) Self- and Peer Review Workbook
Teacher Evaluation

Instructions
This workbook is designed to facilitate the work of LEAs to conduct and document an annual self-assessment followed by a peer review for Principle

3. Please follow the instructions below for submitting your self-assessment. More detail about the Peer Review process can be found in the *EES Peer Review Handbook* available on confluence: http://core.caedpartners.org/display/TM/Principle+3+Peer+Review

Narrative
Below you will find headings reflecting each domain of the EES rubric. Within each section, please describe (in 500 words or less) the following:

1) Your district's progress and accomplishments in this EES domain.
2) Your district's planned work to improve in this EES domain.
3) Extenuating circumstances or particular challenges you are facing in this EES domain.

Evidence
Evidence should consist of documentation and other artifacts that demonstrate actions or outcomes described in the narrative. Examples include (but are not limited to) meeting minutes, collective bargaining agreements, policy statements, professional development plans and calendars, sample contracts, etc.

Evidence may be submitted with the workbook in the following ways:

1) An appendix document or folder of documents
2) Hyper links to webpages
3) Inserted text or diagrams

Scoring

In each section, you will be asked to submit a self-assessment score using the following rubric scale:

5= Exceeding Expectations

4= Meeting Expectations

3= Approaching Expectations

2= Below Expectations

1= Non-Compliant

Submission

To submit this workbook and accompanying evidence, please upload the file(s) to Confluence here:

http://core.caedpartners.org/pages/viewpage.action?pageId=7704076

EES Rubric

Expectation	5 (highest score)	4	3	2	1 (lowest score)
LEA meaningfully engages stakeholders in the development, pilot and implementation of EES.	Multiple information sessions are held with different stakeholder groups and feedback is used to inform EES design decisions.	Multiple information sessions are held with intentional efforts to seek input from different groups of stakeholders	Multiple information sessions are held for specific stakeholder groups	One or two information sessions are held for specific stakeholders.	No information sessions are held to describe the EES to stakeholders.
EES uses viable methods to differentiate among 4 levels of effectiveness clearly defined and supported with required training and annual calibration for inter-rater reliability.	EES has four effectiveness ratings, clearly defined and supported with annual required training and/or calibration activities for supervisors.	EES has three effectiveness ratings that are defined and supported with annual required training and/or calibration activities for supervisors.	EES has three effectiveness ratings, clearly defined and supported with an annual review of the EES for supervisors.	EES has three effectiveness ratings that are not defined.	EES has two levels of effectiveness.
EES cycle incorporates multiple data sources, collected with sufficient frequency, to determine effectiveness.	EES cycles incorporate multiple (2 or more) observations[1] and other evidence (including student outcomes using state assessments) throughout the evaluation cycle to determine progress and effectiveness ratings.	EES cycles incorporate at least two observations and other pieces of evidence (including student outcomes common across district) to determine progress.	EES cycles incorporate one observation and locally (district) developed student outcome measures to determine effectiveness ratings.	EES cycles incorporate one observation and other evidence common within school or classroom.	EES cycles incorporate one observation and no other evidence of effectiveness or impact.
EES is aligned with CORE Common Evaluation Guidelines for Teachers and Leaders.	EES incorporates all of the priorities and components of the CORE Guidelines.	EES incorporates at least 75% of the priorities and all linked components.	EES incorporates at least 50% of the priorities and all linked components.	EES incorporates 50% of the priorities but not all linked components.	EES incorporates less than 50% of the priorities.
EES includes meaningful feedback cycles connected to professional growth.	EES provides structures to facilitate meaningful feedback that is adjusted throughout each evaluation cycle and clearly linked to professional growth goals for the individual as well as the district and school.	EES provides structures for meaningful feedback that is linked to professional growth goals for the individual as well as the district and school.	EES provides structures for some feedback that is linked to district and school professional development priorities.	EES provides structures for some feedback, but it is not linked to a professional growth goal or a LEA/school PD priority.	EES provides minimal to no structures for feedback.
EES informs cycles of instructional collaboration, coaching and/or professional learning.	EES directly informs opportunities for all educators to connect with peers or groups of peers with similar instructional goals or with needed expertise in networks for learning and collaboration.	EES links only new educators and educators in need of improvement to peers with needed expertise to improve practice. (e.g. Coaching, mentoring, PAR)	All educators participate in professional learning and collaboration focused on instructional goals determined by building supervisors or the district. This process is not linked to the EES.	New educators are given professional support to improve practice. This process is not linked to the EES.	No educators participate in professional learning or collaborations.
EES incorporates one of the two SQIS options for measuring impact on student learning.	EES ratings account for the use of SQIS growth measures (TBD) using one of the two available options or an approved alternative.	EES ratings account for impact on student learning using state and district assessment data.	EES ratings reflect impact on student learning using district assessment data.	EES ratings reflect impact on student learning using school site assessment data only.	EES ratings do not include impact on student learning measures.
EES incorporates approved measures of student growth in non-tested subjects and grades for measuring impact on student learning.	LEA implements methods to determine student growth measures for non-tested grades and subjects that comply with SQIS's and/or USED approved design parameters.	LEA pilots methods to determine student growth measures for non-tested grades and subjects that comply with SQIS's and/or USED approved design parameters.	LEA designs local methods for determining student growth measures in non-tested grades and subjects that comply with SQIS's and/or USED approved design parameters.	LEA researches methods for determining student growth measures in non-tested subjects and grades.	Not applicable.
LEA utilizes EES to inform recruitment, promotion, tenure, transfer, lay off and dismissal decisions.	LEA defines and implements parameters for the use of EES results in recruitment, promotion, tenure, transfer, lay off and dismissal decisions.	LEA pilots defined parameters for the use of EES in personnel decisions.	LEA defines parameters for use of EES in personnel decisions.	LEA researches potential parameters for use of EES in personnel decisions.	EES is not used for personnel decisions.

[1] Observations apply to teacher evaluations only.

Domain 1: LEA meaningfully engages stakeholders in the development, pilot and implementation of EES.

(*Insert LEA response here*)

Self-Assessment Score:

Domain 2: Professional Practice: EES uses viable methods to differentiate among 4 levels of effectiveness clearly defined and supported with required training and annual calibration for inter-rater reliability.

(*Insert LEA response here*)

Self-Assessment Score:

Domain 3: Professional Practice: EES cycle incorporates multiple data sources, collected with sufficient frequency, to determine effectiveness.

(Insert LEA response here)

Self-Assessment Score:

Domain 4: Professional Practice: EES is aligned with CORE Common Evaluation Guidelines for Teachers and Leaders.

(Insert LEA response here)

Self-Assessment Score:

Domain 5: Professional Practice: EES includes meaningful feedback cycles connected to professional growth.

(Insert LEA response here)

Self-Assessment Score:

Domain 6: Professional Practice: EES informs cycles of instructional collaboration, coaching and/or professional learning.

(Insert LEA response here)

Self-Assessment Score:

Domain 7: Impact on Student Learning: EES incorporates one of the two SQIS options for measuring impact on student learning.

(Insert LEA response here)

Self-assessment Score:

Domain 8: Impact on Student Learning: EES incorporates approved measures of student growth in non-tested subjects and grades for measuring impact on student learning. *(Insert LEA response here)*

Self-Assessment Score:

Domain 9: Professional Practice: LEA utilizes EES to inform recruitment, promotion, tenure, transfer, lay off and dismissal decisions.

(Insert LEA response here)

Self-Assessment Score:

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Educator Evaluation System (EES) Self- and Peer Review Workbook
Principal Evaluation

Instructions

This workbook is designed to facilitate the work of LEAs to conduct and document an annual self-assessment followed by a peer review for Principle 3. Please follow the instructions below for submitting your self-assessment. More detail about the Peer Review process can be found in the EES Peer Review Handbook available on confluence: http://core.caedpartners.org/display/TM/Principle+3+Peer+Review

Narrative

Below you will find headings reflecting each domain of the EES rubric. Within each section, please describe (in 500 words or less) the following:

1) Your district's progress and accomplishments in this EES domain.
2) Your district's planned work to improve in this EES domain.
3) Extenuating circumstances or particular challenges you are facing in this EES domain.

Evidence

Evidence should consist of documentation and other artifacts that demonstrate actions or outcomes described in the narrative. Examples include meeting minutes, collective bargaining agreements, policy statements, professional development plans and calendars, sample contracts, etc.

Evidence may be submitted with the workbook in the following ways:

1) An appendix document or folder of documents
2) Hyper links to webpages
3) Inserted text or diagrams

Scoring

In each section, you will be asked to submit a self-assessment score using the following rubric scale:

5= Exceeding Expectations

4= Meeting Expectations

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2= Below Expectations

1= Non-Compliant

Submission

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http://core.caedpartners.org/pages/viewpage.action?pageId=7704076

EES Rubric

Expectation	5 (highest score)	4	3	2	1 (lowest score)
LEA meaningfully engages stakeholders in the development, pilot and implementation of EES.	Multiple information sessions are held with different stakeholder groups and feedback is used to inform EES design decisions.	Multiple information sessions are held with intentional efforts to seek input from different groups of stakeholders	Multiple information sessions are held for specific stakeholder groups	One or two information sessions are held for specific stakeholders.	No information sessions are held to describe the EES to stakeholders.
EES uses viable methods to differentiate among 4 levels of effectiveness clearly defined and supported with required training and annual calibration for inter-rater reliability.	EES has four effectiveness ratings, clearly defined and supported with annual required training and/or calibration activities for supervisors.	EES has three effectiveness ratings that are defined and supported with annual required training and/or calibration activities for supervisors.	EES has three effectiveness ratings, clearly defined and supported with an annual review of the EES for supervisors.	EES has three effectiveness ratings that are not defined.	EES has two levels of effectiveness.
EES cycle incorporates multiple data sources, collected with sufficient frequency, to determine effectiveness.	EES cycles incorporate multiple (2 or more) observations[1] and other evidence (including student outcomes using state assessments) throughout the evaluation cycle to determine progress and effectiveness ratings.	EES cycles incorporate at least two observations and other pieces of evidence (including student outcomes common across district) to determine progress.	EES cycles incorporate one observation and locally (district) developed student outcome measures to determine effectiveness ratings.	EES cycles incorporate one observation and other evidence common within school or classroom.	EES cycles incorporate one observation and no other evidence of effectiveness or impact.
EES is aligned with CORE Common Evaluation Guidelines for Teachers and Leaders.	EES incorporates all of the priorities and components of the CORE Guidelines.	EES incorporates at least 75% of the priorities and all linked components.	EES incorporates at least 50% of the priorities and all linked components.	EES incorporates 50% of the priorities but not all linked components.	EES incorporates less than 50% of the priorities.
EES includes meaningful feedback cycles connected to professional growth.	EES provides structures to facilitate meaningful feedback that is adjusted throughout each evaluation cycle and clearly linked to professional growth goals for the individual as well as the district and school.	EES provides structures for meaningful feedback that is linked to professional growth goals for the individual as well as the district and school.	EES provides structures for some feedback that is linked to district and school professional development priorities.	EES provides structures for some feedback, but it is not linked to a professional growth goal or a LEA/school PD priority.	EES provides minimal to no structures for feedback.
EES informs cycles of instructional collaboration, coaching and/or professional learning.	EES directly informs opportunities for all educators to connect with peers or groups of peers with similar instructional goals or with needed expertise in networks for learning and collaboration.	EES links only new educators and educators in need of improvement to peers with needed expertise to improve practice. (e.g. Coaching, mentoring, PAR)	All educators participate in professional learning and collaboration focused on instructional goals determined by building supervisors or the district. This process is not linked to the EES.	New educators are given professional support to improve practice. This process is not linked to the EES.	No educators participate in professional learning or collaborations.
EES incorporates one of the two SQIS options for measuring impact on student learning.	EES ratings account for the use of SQIS growth measures (TBD) using one of the two available options or an approved alternative.	EES ratings account for impact on student learning using state and district assessment data.	EES ratings reflect impact on student learning using district assessment data.	EES ratings reflect impact on student learning using school site assessment data only.	EES ratings do not include impact on student learning measures.
EES incorporates approved measures of student growth in non-tested subjects and grades for measuring impact on student learning.	LEA implements methods to determine student growth measures for non-tested grades and subjects that comply with SQIS's and/or USED approved design parameters.	LEA pilots methods to determine student growth measures for non-tested grades and subjects that comply with SQIS's and/or USED approved design parameters.	LEA designs local methods for determining student growth measures in non-tested grades and subjects that comply with SQIS's and/or USED approved design parameters.	LEA researches methods for determining student growth measures in non-tested subjects and grades.	Not applicable.
LEA utilizes EES to inform recruitment, promotion, tenure, transfer, lay off and dismissal decisions.	LEA defines and implements parameters for the use of EES results in recruitment, promotion, tenure, transfer, lay off and dismissal decisions.	LEA pilots defined parameters for the use of EES in personnel decisions.	LEA defines parameters for use of EES in personnel decisions.	LEA researches potential parameters for use of EES in personnel decisions.	EES is not used for personnel decisions.

[1] Observations apply to teacher evaluations only.

Domain 1: LEA meaningfully engages stakeholders in the development, pilot and implementation of EES.

(*Insert LEA response here*)

Self-Assessment Score:

Domain 2: Professional Practice: EES uses viable methods to differentiate among 4 levels of effectiveness clearly defined and supported with required training and annual calibration for inter-rater reliability.

(*Insert LEA response here*)

Self-Assessment Score:

Domain 3: Professional Practice: EES cycle incorporates multiple data sources, collected with sufficient frequency, to determine effectiveness.

(Insert LEA response here)

Self-Assessment Score:

Domain 4: Professional Practice: EES is aligned with CORE Common Evaluation Guidelines for Teachers and Leaders.

(Insert LEA response here)

Self-Assessment Score:

Domain 5: Professional Practice: EES includes meaningful feedback cycles connected to professional growth.

(Insert LEA response here)

Self-Assessment Score:

Domain 6: Professional Practice: EES informs cycles of instructional collaboration, coaching and/or professional learning.

(Insert LEA response here)

Self-Assessment Score:

Domain 7: Impact on Student Learning: EES incorporates one of the two SQIS options for measuring impact on student learning.

(Insert LEA response here)

Self-assessment Score:

Domain 8: Impact on Student Learning: EES incorporates approved measures of student growth in non-tested subjects and grades for measuring impact on student learning. *(Insert LEA response here)*

Self-Assessment Score:

Domain 9: Professional Practice: LEA utilizes EES to inform recruitment, promotion, tenure, transfer, lay off and dismissal decisions.

(Insert LEA response here)

Self-Assessment Score:

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Principle 3 EES Peer Review Score Report

LEA Under Review:
LEA Peer Review Team (s): Date:
Preliminary or Final Review (highlight one)

TEACHER EVALUATION

EES Domain	Self-Score	Peer Score	Clarifying Questions	Comments	Feedback
1:Stakeholder Engagement					
2: Effectiveness Levels					
3: Multiple Measures					
4: Common Guidelines					
5: Meaningful Feedback					
6: Collaboration					
7: Impact on Student Learning					
8: Non-tested subjects and grades					

9: Personnel Decisions					

Scoring Cut-Points
The rubric is organized across 5 rating levels: 5 – Exceeding Expectations; 4- Meeting Expectations; 3- Approaching Expectations; 2- Below Expectations; 1-Non-compliant.

Cut-points have been established for each of the nine domains of the rubric in a graduated design, moving each year to full expectations.

2015-2016: Cut-points for all domains are at level 4 (meeting expectations).

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EES Peer Review Score Report

LEA Under Review:
LEA Peer Review Team (s): Date:
Preliminary or Final Review (highlight one)

PRINCIPAL EVALUATION

EES Domain	Self-Score	Peer Score	Clarifying Questions	Comments	Feedback
1:Stakeholder Engagement					
2: Effectiveness Levels					
3: Multiple Measures					
4: Common Guidelines					
5: Meaningful Feedback					
6: Collaboration					
7: Impact on Student Learning					
8: Non-tested subjects and grades					

9: Personnel Decisions					

Scoring Cut-Points
The rubric is organized across 5 rating levels: 5 – Exceeding Expectations; 4- Meeting Expectations; 3- Approaching Expectations; 2- Below Expectations; 1-Non-compliant.

Cut-points have been established for each of the nine domains of the rubric in a graduated design, moving each year to full expectations.

2015-2016: Cut-points for all domains are at level 4 (meeting expectations).

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CORE Educator Evaluation System (EES)

Rubric Guide for Self-Assessment and Peer Review

2014-2015

The accompanying rubric was developed collaboratively by CORE district representatives and in alignment with the requirements set out in the CORE Waiver. It was approved by the CORE Board in 2014.

The rubric is used in both self-assessment and peer review to provide common standards and expectations. Peer Review teams will be calibrated each year to ensure a normative understanding of the rubric and scoring requirements.

The rubric contains 9 domains, each representing a different aspect of the work required to implement high-quality evaluation systems for teachers and leaders. In some cases, you will notice overlap and connection between two domains in the rubric. For this reason, it is recommended that the rubric be viewed both holistically and in its separate domains throughout the peer review process.

Rubric

Expectation	5 (highest score)	4	3	2	1 (lowest score)
1. LEA meaningfully engages stakeholders in the development, pilot and implementation of EES.	Multiple information sessions are held with different stakeholder groups and feedback is used to inform EES design decisions.	Multiple information sessions are held with intentional efforts to seek input from different groups of stakeholders	Multiple information sessions are held for specific stakeholder groups	One or two information sessions are held for specific stakeholders.	No information sessions are held to describe the EES to stakeholders.
2. EES uses viable methods to differentiate among 4 levels of effectiveness clearly defined and supported with required training and annual calibration for inter-rater reliability.	EES has four effectiveness ratings, clearly defined and supported with annual required training and/or calibration activities for supervisors.	EES has three effectiveness ratings that are defined and supported with annual required training and/or calibration activities for supervisors.	EES has three effectiveness ratings, clearly defined and supported with an annual review of the EES for supervisors.	EES has three effectiveness ratings that are not defined.	EES has two levels of effectiveness.
3. EES cycle incorporates multiple data sources, collected with sufficient frequency, to determine effectiveness.	EES cycles incorporate multiple (2 or more) observations[1] and other evidence (including student outcomes using state assessments) throughout the evaluation cycle to determine progress and effectiveness ratings.	EES cycles incorporate at least two observations and other pieces of evidence (including student outcomes common across district) to determine progress.	EES cycles incorporate one observation and locally (district) developed student outcome measures to determine effectiveness ratings.	EES cycles incorporate one observation and other evidence common within school or classroom.	EES cycles incorporate one observation and no other evidence of effectiveness or impact.
4. EES is aligned with CORE Common Evaluation Guidelines for Teachers and Leaders.	EES incorporates all of the priorities and components of the CORE Guidelines.	EES incorporates at least 75% of the priorities and all linked components.	EES incorporates at least 50% of the priorities and all linked components.	EES incorporates 50% of the priorities but not all linked components.	EES incorporates less than 50% of the priorities.
5. EES includes meaningful feedback cycles connected to professional growth.	EES provides structures to facilitate meaningful feedback that is adjusted throughout each evaluation cycle and clearly linked to professional growth goals for the individual as well as the district and school.	EES provides structures for meaningful feedback that is linked to professional growth goals for the individual as well as the district and school.	EES provides structures for some feedback that is linked to district and school professional development priorities.	EES provides structures for some feedback, but it is not linked to a professional growth goal or a LEA/school PD priority.	EES provides minimal to no structures for feedback.
6. EES informs cycles of instructional collaboration, coaching and/or professional	EES directly informs opportunities for all educators to connect with peers or groups of peers	EES links only new educators and educators in need of improvement to peers with needed expertise to	All educators participate in professional learning and collaboration focused on	New educators are given professional support to improve practice. This process is not linked to the EES.	No educators participate in professional learning or collaborations.

[1] Observations apply to teacher evaluations only.

learning.	with similar instructional goals or with needed expertise in networks for learning and collaboration.	improve practice. (e.g. Coaching, mentoring, PAR)	instructional goals determined by building supervisors or the district. This process is not linked to the EES.		
7. EES incorporates one of the two SQIS options for measuring impact on student learning.	EES ratings account for the use of SQIS growth measures (TBD) using one of the two available options or an approved alternative.	EES ratings account for impact on student learning using state and district assessment data.	EES ratings reflect impact on student learning using district assessment data.	EES ratings reflect impact on student learning using school site assessment data only.	EES ratings do not include impact on student learning measures.
8. EES incorporates approved measures of student growth in non-tested subjects and grades for measuring impact on student learning.	LEA implements methods to determine student growth measures for non-tested grades and subjects that comply with SQIS's and/or USED approved design parameters.	LEA pilots methods to determine student growth measures for non-tested grades and subjects that comply with SQIS's and/or USED approved design parameters.	LEA designs local methods for determining student growth measures in non-tested grades and subjects that comply with SQIS's and/or USED approved design parameters.	LEA researches methods for determining student growth measures in non-tested subjects and grades.	Not applicable.
9. LEA utilizes EES to inform recruitment, promotion, tenure, transfer, lay off and dismissal decisions.	LEA defines and implements parameters for the use of EES results in recruitment, promotion, tenure, transfer, lay off and dismissal decisions.	LEA pilots defined parameters for the use of EES in personnel decisions.	LEA defines parameters for use of EES in personnel decisions.	LEA researches potential parameters for use of EES in personnel decisions.	EES is not used for personnel decisions.

Rubric with Scoring Cut-Points

Rubric score requirements change each year. The arrows inserted below indicate this progression.

Expectation	5 (highest score)	4	3	2	1 (lowest score)
1. LEA meaningfully engages stakeholders in the development, pilot and implementation of EES.	Multiple information sessions are held with different stakeholder groups and feedback is used to inform EES decisions.	Multiple information sessions are held with intentional efforts to seek input from different groups of stakeholders.	Multiple information sessions are held for specific stakeholder groups.	One or two information sessions are held for specific stakeholders.	No information sessions are held to describe the EES to stakeholders.
2. EES uses viable methods to differentiate among 4 levels of effectiveness clearly defined and supported with required training and annual calibration for inter-rater reliability.	EES has four effectiveness ratings, clearly defined and supported with annual required training and/or calibration activities for supervisors.	EES has three effectiveness ratings that are defined and supported with annual required training and/or calibration activities for supervisors.	EES has three effectiveness ratings, clearly defined and supported with an annual review of the EES for supervisors.	EES has three effectiveness ratings that are not defined.	EES has two levels of effectiveness ratings.
3. EES cycle incorporates multiple data sources, collected with sufficient frequency, to determine effectiveness.	EES cycles incorporate multiple (2 or more) observations[2] and other evidence (including student outcomes using state assessments) throughout the evaluation cycle to determine progress and effectiveness ratings.	EES cycles incorporate at least two observations and other pieces of evidence (including student outcomes common across district) to determine progress.	EES cycles incorporate one observation and locally (district) developed student outcome measures to determine effectiveness ratings.	EES cycles incorporate one observation and other evidence common within school or classroom.	EES cycles incorporate one observation and no other evidence of effectiveness or impact.
4. EES is aligned with CORE Common Evaluation Guidelines for Teachers and Leaders.	EES incorporates all of the priorities and components of the CORE Guidelines.	EES incorporates at least 75% of the priorities and all linked components.	EES incorporates at least 50% of the priorities and all linked components.	EES incorporates 50% of the priorities but not all linked components.	EES incorporates less than 50% of the priorities.
5. EES includes meaningful feedback cycles connected to professional growth.	EES provides structures to facilitate meaningful feedback that is adjusted throughout each evaluation cycle and clearly linked to professional growth goals for the individual as well as the district and school.	EES provides structures for meaningful feedback that is linked to professional growth goals for the individual as well as the district and school.	EES provides structures for feedback that is linked to district and school professional development priorities.	EES provides structures for some feedback, but it is not linked to a professional growth goal or a LEA/school PD priority.	EES provides minimal to no structures for feedback.
6. EES informs cycles of instructional collaboration, coaching and/or professional	EES directly informs opportunities for all educators to connect with peers or groups of peers	EES links new educators and educators in need of improvement to peers with needed expertise to	All educators participate in professional learning and collaboration focused on	New educators are given professional support to improve practice. This process is not linked to the EES.	No educators participate in professional learning or collaborations.

[2] Observations apply to teacher evaluations only.

learning. instructional goals or with networks for learning and	with similar needed expertise in collaboration.	improve practice. (e.g. Coaching, mentoring, PAR)	instructional goals determined by building supervisors or the district. This process is not linked to the EES.		
7. EES incorporates one of the two SQIS options for measuring impact on student learning.	EES ratings account for the use of SQIS growth measures (TBD) using one of the two available options or an approved alternative.	EES ratings account for impact on student learning using state and district assessment data.	EES ratings reflect impact on student learning using district assessment data.	EES ratings reflect impact on student learning using school site assessment data only.	EES ratings do not include impact on student learning measures.
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9. LEA utilizes EES to inform recruitment, promotion, tenure, transfer, lay off and dismissal decisions.	LEA defines and implements parameters for the use of EES results in recruitment, promotion, tenure, transfer, lay off and dismissal decisions.				EES is not used for personnel decisions.

Cut-points for 2014-2015 Cut-points for 2015-2016 Cut-points for 2016-2017 Cut-points for 2017- 2018

Rubric Guidance

See boxes below each expectation for guidance offered by district teams who participated in this year's calibration event.

Domain 1- LEA meaningfully engages stakeholders in the development, pilot and implementation of EES.

LEA meaningfully engages stakeholders in the development, pilot and implementation of EES.	Multiple information sessions are held with different stakeholder groups and feedback is used to inform EES decisions.	Multiple information sessions are held with intentional efforts to seek input from different groups of stakeholders.	Multiple information sessions are held for specific stakeholder groups.	One or two information sessions are held for specific stakeholders.	No information sessions are held to describe the EES to stakeholders.
LEA meaningfully engages stakeholders in the development, pilot and implementation of EES.	5- A reciprocal process whereby stakeholder input is continuously sought and utilized	4- Engagement that goes beyond simple reporting to stakeholders but seeks input and expands outreach when appropriate	3- When submitting a self-assessment for this domain, districts should clearly articulate which stakeholders were engaged and why, and to what degree they were engaged.	2- Type of stakeholders who are brought into the process is left to the discretion of the district and is contingent upon the precise activity or aspect of the process being discussed	1

The current cut-point for this domain is level 3.

Domain 2- EES uses viable methods to differentiate among 4 levels of effectiveness clearly defined and supported with required training and annual calibration for inter-rater reliability.

2. EES uses viable methods to differentiate among 4 levels of effectiveness clearly defined and supported with required training and annual calibration for inter-rater reliability.	EES has four effectiveness ratings, clearly defined and supported with annual required training and/or calibration activities for supervisors.	EES has three effectiveness ratings that are defined and supported with annual required training and/or calibration activities for supervisors.	EES has three effectiveness ratings, clearly defined and supported with an annual review of the EES for supervisors.	EES has three effectiveness ratings that are not defined.	EES has two levels of effectiveness.
EES uses viable methods to differentiate among 4 levels of effectiveness clearly defined and supported with required training and annual calibration for inter-rater	5- In this domain, the focus is on standardized methods of differentiation and inter-rater reliability to prevent bias from entering into decisions about effectiveness.	4- Inter-rater reliability can be achieved through specific training or "norming" processes. The expectation levels 4 and 5 are identical- the only difference is the number of levels (3	3- *Viable* methods refer to the use of rubrics, frameworks or similar tools that clearly define the levels of effectiveness and how to achieve them. Information sessions where	2	1

reliability.		or 4).	rubrics or frameworks are simply reviewed each year are not considered reliable methods of ensuring inter- reliability.		

The current cut-point for this domain is level 3.

Domain 3- EES cycle incorporates multiple data sources, collected with sufficient frequency, to determine effectiveness.

3. EES cycle incorporates multiple data sources, collected with sufficient frequency, to determine effectiveness.	**EES cycles incorporate multiple (2 or more) observations[3] and other evidence (including student outcomes using state assessments) throughout the evaluation cycle to determine progress and effectiveness ratings.**	**EES cycles incorporate at least two observations and other pieces of evidence (including student outcomes common across district) to determine progress.**	**EES cycles incorporate one observation and locally (district) developed student outcome measures to determine effectiveness ratings.**	**EES cycles incorporate one observation and other evidence common within school or classroom.**	**EES cycles incorporate one observation and no other evidence of effectiveness or impact.**
EES cycle incorporates multiple data sources, collected with sufficient frequency, to determine effectiveness.	5- Multiple measures at this level include at least two observations and growth measures using states assessment. There is overlap with this domain and domains 7 and 8 where we address growth measures for both tested and non-tested subjects and grades.	4- Measures include at least two observations and district level outcome data.	3- Measures have only one observation, but include district level outcome data. For teachers in non-tested grades and subjects this would be achieved with an SLO (see Domain 8)	2- Additional data sources might include (for example) multiple observations, pre and post conferences, goal setting, examples of student work, surveys, etc. For a principal evaluation, multiple data sources may include things such as teacher surveys, climate surveys, building level attendance data and achievement scores, observation of meeting facilitation, etc.	1- If a teacher is evaluated utilizing only one observation, this is deemed insufficient.

The current cut-point for this domain is level 3.

[3] Observations apply to teacher evaluations only.

Domain 4 - EES is aligned with CORE Common Evaluation Guidelines for Teachers and Leaders.

4. EES is aligned with CORE Common Evaluation Guidelines for Teachers and Leaders.	EES incorporates all of the priorities and components of the CORE Guidelines.	EES incorporates at least 75% of the priorities and all linked components.	EES incorporates at least 50% of the priorities and all linked components.	EES incorporates 50% of the priorities but not all linked components.	EES incorporates less than 50% of the priorities.
EES is aligned with CORE Common Evaluation Guidelines for Teachers and Leaders.	5- 100% alignment with priorities and components.	4- 75% alignment with priorities and 100% with components	3- 50% alignment with priorities and 100% with components	2- 50% alignment with priorities but not the majority of components	1- districts cross-check their evaluation rubrics and frameworks with the CORE Guidelines, Priorities and Components and find less than 50% alignment with priorities.

The current cut-point for this domain is level 4.

Domain 5- EES includes meaningful feedback cycles connected to professional growth.

5. EES includes meaningful feedback cycles connected to professional growth.	EES provides structures to facilitate meaningful feedback that is adjusted throughout each evaluation cycle and clearly linked to professional growth goals for the individual as well as the district and school.	EES provides structures for meaningful feedback that is linked to professional growth goals for the individual as well as the district and school.	EES provides structures for some feedback that is linked to district and school professional development priorities.	EES provides structures for some feedback, but it is not linked to a professional growth goal or a LEA/school PD priority.	EES provides minimal to no structures for feedback.
EES includes meaningful feedback cycles connected to professional growth.	5- The link occurs, and in addition, individuals receive on-going, formative professional development (can include coaching, mentoring, etc.) based on their evaluation results. The key here is in the ability to offer a cycle of on-going, formative feedback that can be adjusted as needed throughout the year.	4- The feedback is meaningful, the link occurs, and in addition, individuals receive differentiated professional development based on evaluation results.	3- At level 3, the feedback is linked to a broader district or school agenda. The connection or *link* between the feedback process and the larger professional development agenda for a building or a district, may be "structured" differently in various contexts. For some districts, this may be demonstrated by the use of a data management system or a formal policy statement, or	2- *Meaningful feedback cycles*, refer to feedback that is formative as well as summative (see also Domain 2) and is actionable in a manner intended to lead to professional growth and instructional improvement. At level 2, feedback is given, but is not meaningful or linked to larger professional growth goals.	1-

			particular set of practices (such as a formalized PLC).		

The current cut-point for this domain is level 3.

Domain 6- EES informs cycles of instructional collaboration, coaching and/or professional learning.

6. EES informs cycles of instructional collaboration, coaching and/or professional learning.	EES directly informs opportunities for all educators to connect with peers or groups of peers with similar instructional goals or with needed expertise in networks for learning and collaboration.	EES links only new educators and educators in need of improvement to peers with needed expertise to improve practice. (e.g. Coaching, mentoring, PAR)	All educators participate in professional learning and collaboration focused on instructional goals determined by building supervisors or the district. This process is not linked to the EES.	New educators are given professional support to improve practice. This process is not linked to the EES.	No educators participate in professional learning or collaborations.
EES informs cycles of instructional collaboration, coaching and/or professional learning.	Collaboration opportunities are driven and supported by evaluation outcomes and made available to all educators. See also CSTP 6.	Collaboration opportunities are driven by evaluation outcomes but only for new or struggling teachers.	Collaboration opportunities are made available to all educators but not connected or driven by outcomes of the evaluation process.	Collaboration opportunities are only given to new educators.	

The current cut-point for this domain is level 3.

Domain 7- EES incorporates one of the two SQIS options for measuring impact on student learning.

7. EES incorporates one of the two SQIS options for measuring impact on student learning.	EES ratings account for the use of SQIS growth measures (TBD) using one of the two available options or an approved alternative.	EES ratings account for impact on student learning using state and district assessment data.	EES ratings reflect impact on student learning using district assessment data.	EES ratings reflect impact on student learning using school site assessment data only.	EES ratings do not include impact on student learning measures.
EES incorporates one of the two SQIS options for measuring impact on student learning.	5- CORE growth measure used in evaluations of teachers in tested subjects and grades by employing the "Learning Impact Model" or a weighted model of 20% or more.	4- SBAC and district assessment data being used as part of evaluations of teachers in tested subjects and grades.	3- District assessment data being used in evaluations of teachers in tested subjects and grades in place of SBAC or CSTs.	2- Building or classroom level assessments used in evaluations of teachers in tested subjects and grades instead of SBAC or CSTs	1- SBAC or CST data not used in evaluations of teachers in tested subjects and grades.

The current cut-point for this domain is level 3.

Domain 8 EES incorporates approved measures of student growth in non-tested subjects and grades for measuring impact on student learning.

8. EES incorporates approved measures of student growth in non-tested subjects and grades for measuring impact on student learning.	LEA implements methods to determine student growth measures for non-tested grades and subjects that comply with SQIS's and/or USED approved design parameters.	LEA pilots methods to determine student growth measures for non-tested grades and subjects that comply with SQIS's and/or USED approved design parameters.	LEA designs local methods for determining student growth measures in non-tested grades and subjects that comply with SQIS's and/or USED approved design parameters.	LEA researches methods for determining student growth measures in non-tested subjects and grades.	Not applicable.
EES incorporates approved measures of student growth in non-tested subjects and grades for measuring impact on student learning.	5- LEA is scaling up to full implementation of SLO design.	4- *Pilot* refers to a stage where the district is utilizing the system and monitoring results and feedback. The precise scale and design of the pilot is left to the discretion of the district.	3- A set of SLO guidelines will be offered by CORE (draft in circulation). Scheduled for Board approval in December of 2014.	2-	1-

The current cut-point for this domain is level 3.

Domain 9- LEA utilizes EES to inform recruitment, promotion, tenure, transfer, lay off and dismissal decisions.

9. LEA utilizes EES to inform recruitment, promotion, tenure, transfer, lay off and dismissal decisions.	LEA defines and implements parameters for the use of EES results in recruitment, promotion, tenure, transfer, lay off and dismissal decisions.	LEA pilots defined parameters for the use of EES in personnel decisions.	LEA defines parameters for use of EES in personnel decisions.	LEA researches potential parameters for use of EES in personnel decisions.	EES is not used for personnel decisions.
LEA utilizes EES to inform recruitment, promotion, tenure, transfer, lay off and dismissal decisions.	5- LEA sets formal policy.	4- *Pilot* refers to a stage where the district is utilizing the approach and monitoring results and feedback. The precise scale and design of the pilot is left to the discretion of the district.	3- LEA proposes an approach to formalizing how EES informs personnel decisions with a goal of setting policy.	2- LEA engages stakeholders and investigates various approaches.	1-

The current cut-point for this domain is level 3.

CORE Growth Model Request for Proposals

SUMMARY

The CORE Districts invites proposal submissions from qualified vendors to develop and implement a student achievement growth measure on behalf of our member districts. This project is targeted to begin June 2015 with options to extend work through 2019. Below are the budget proposal ceilings for the required costs for each school year:

Year	Ceiling
SY 2015-16	$500,000
SY 2016-17	$500,000
SY 2017-18	$300,000
SY 2018-19	$300,000

Proposals are due electronically on Monday, May 11, 2015 by 5:00 p.m. PDT. Proposals should be submitted to sonumd@caedpartners.org and noah@caedpartners.org.

BACKGROUND

CORE

The California Office to Reform Education (CORE) is a non-profit organization that seeks to improve student achievement by fostering highly productive, meaningful collaboration and learning among its member districts.[1] The member districts engaged in this effort to develop a more holistic definition of student success include Fresno, Long Beach, Los Angeles, Oakland, San Francisco, Sanger, and Santa Ana unified school districts. To learn more about this effort and related collaborations among California school districts, visit coredistricts.org/school-quality-improvement-system.

CORE was approved for a district-consortium request for a federal NCLB waiver on August 6th, 2013. The waiver plan, called the School Quality Improvement System, calls for a reorientation of districts' work towards a collective effort to prepare all students for college and career, with districts assuming unprecedented accountability to eliminate disparity and disproportionality in all subjects and across the academic, social/emotional, and culture/climate domains. The full waiver can be found online here: http://coredistricts.org/wp-content/uploads/2014/10/CORE-waiver-application-amended-fall-2014-v5-9-4-14-current-approved.pdf

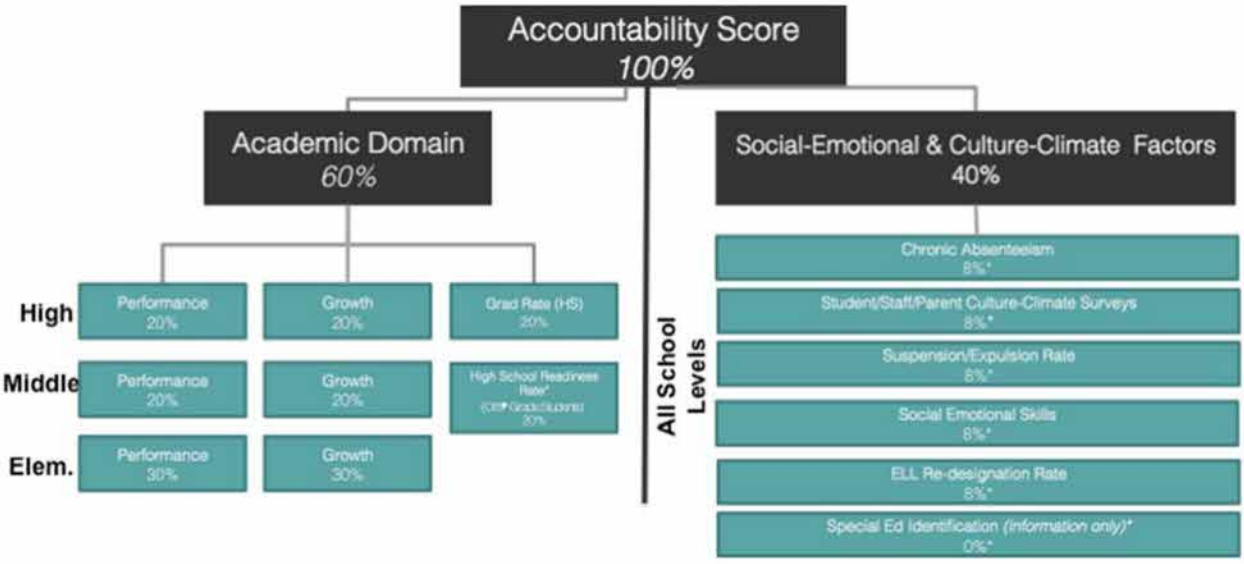
The School Quality Improvement Index (the Index)

The School Quality Improvement Index is an accountability calculation that is at the heart of the School Quality Improvement System described in the waiver plan. The participating school districts have designed the School Quality Improvement Index, (the Index) a rigorous accountability structure with metrics that will be used to measure student, school, and district achievement, progress, and success, and will provide schools, teachers, and administrators with clear, in-depth feedback on areas of strength and those in need of improvement in support of the overall goal of students' college- and career-readiness. It will move participating districts toward an outcomes-based system where districts and schools jointly hold each other accountable for ensuring that students matriculate between grade levels prepared for continued success. A description of the Index and measures can be found online here: http://coredistricts.org/school-quality-improvement-system/.

Within the index calculation, the Academic Domain will be weighted 60% and the Social-Emotional/Culture Climate Factors Domain will be weighted 40%. Academic growth, the metric for which we seek expertise in this RFP, will compose 20% of the Index at the middle and high school levels, and 30% at the elementary school level. The 2015-16 Index, released in

[1] In this RFP, "member districts" and "participating districts" are used interchangeably.

Summer/Fall 2016, is shown in the chart below and illustrates how the various metrics will create the accountability score.*



A central tenet of the School Quality Improvement System is that college and career readiness for all students can only be achieved if disparity and disproportionality are eliminated. This is why the minimum sample ("n") size for inclusion of subgroup performance in the School Quality Improvement Index is 20 students, as compared to 100 students under current state and federal accountability systems. This change was not requested or required by the U.S. Department of Education. However, during the development of the School Quality Improvement System, it became clear to the CORE Board that making this change was critical to ensure that we are best serving our most vulnerable students. For most metrics, subgroup performance will be equally weighted alongside performance of the all students group.

For all Index metrics, student subgroups will be disaggregated by:

1) Racial/ethnic subgroup (African American, American Indian/Alaska Native, Asian, Hispanic/Latino, Filipino, Native Hawaiian/Pacific Islander, White, and two or more races);
2) Students with disabilities;[2]
3) Socioeconomically disadvantaged;[3]

**Denotes items that will require an approved amendment to CORE Waiver by the US Department of Education

[2] As defined by the California Department of Education: http://www.cde.ca.gov/ta/ac/ap/glossary13b.asp [3] All students who are either free or reduced priced lunch or whose parents who have not received a high school diploma (consistent with CDE accountability reporting)

4) English Learner status;[4]
5) Foster care status;
6) Gender;
7) Migrant status; and
8) Homeless status.

Principle 3 of the CORE Waiver and Educator Evaluation

CORE Waiver districts are also developing multi-measure teacher and principle evaluations that will reflect, in part, student academic growth over time in tested and non-tested subjects. The CORE districts believe that supporting and monitoring student learning and closing persistent achievement gaps is the shared responsibility of all educators. Regardless of whether state assessment results are available in a given subject or grade, if educators are engaged in collaboratively defining and assessing student progress towards rigorous standards in comparable ways, then student learning will increase, achievement gaps will narrow, and educators' efficacy and skills will improve.

Smarter Balanced Assessment Consortia

California is part of the Smarter Balanced Assessment Consortia (SBAC), one of two multistate consortia awarded funding from the U.S. Department of Education to develop an assessment system based on the CCSS. The summative assessment system was piloted in the spring of 2013 and field- tested in the 2013-14 school year in CORE districts and others across California.

CORE Growth Model

While absolute performance on standardized tests provides an important snapshot of the extent to which students are on track toward acquiring the academic skills to be prepared for college and career, looking at growth alongside performance creates a more complete picture of how schools are supporting student learning. Growth measures allow us to examine questions like,

- Are students in a particular school growing faster than similar students across the CORE districts?

- Are particular subgroups of students or grade levels in a school growing faster or slower relative to similar students?

Measures of academic growth examine individual student performance over time. For the purposes of the Index, the CORE growth model will be designed to look at the extent to which

[4] All current ELs and RFEPs who have not been proficient or above on the CST/CMA in ELA at least three times since reclassifying (consistent with CDE accountability reporting)

schools have helped students move from point A to point B relative to students who started the school year in a similar place (e.g., in terms of prior achievement and potentially in terms of observable demographics like English Learner status or socioeconomic status).

CORE's growth model will utilize one of two possible approaches, which will be determined based upon an analysis of both approaches utilizing 2015 and 2016 SBAC data:

1) SBAC's vertical scale (simple growth)

With the SBAC results, students will need to get higher scores each year to be on grade level. We can simply subtract each student's score in the current year from his/her score in the prior year. By subject (e.g., ELA or math), we will then aggregate the results of this simple growth analysis (e.g., find the average growth) for all of the students in each school.

2) Student Growth Percentile

A growth percentile is generated for each student, which describes his or her "rank" on current achievement relative to other students with similar [performance] histories. A growth percentile can range from 1 to 99. Lower percentiles indicate lower academic achievement growth and higher percentiles indicate higher academic growth."[5] The CORE growth model will identify "academic peers" for the purpose of calculating Student Growth Percentiles using the following control variables:

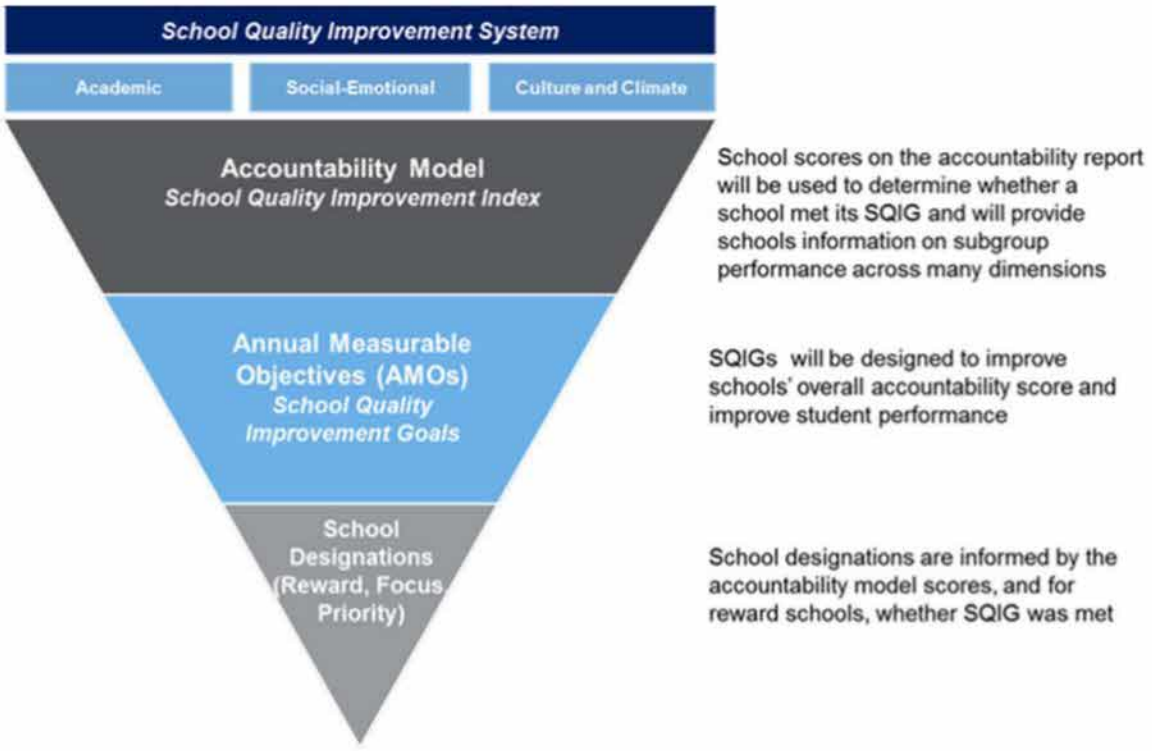
- Prior achievement in relevant subjects (e.g., prior ELA and math achievement will be used as controls in the ELA growth model and vice versa), and
- Select observable demographics:
  - Special education status
  - English Learner status
  - Free or Reduced Priced Lunch status
  - Homeless status
  - Foster status

Uses of the CORE Growth Model

As described in the CORE waiver, the School Quality Improvement System utilizes the Index calculation for two primary purposes within Principle 2 (Differentiated Recognition, Accountability, and Support) and Principle 3 (Supporting Effective Instruction and Leadership). Within Principle 2, schools and districts will be held accountable for the performance of all

[5] See http://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Pages/Student-Growth-Percentiles.aspx

students across a variety of factors; beginning in 2015-16, all schools in the participating districts will receive an annual overall accountability score on a 100-point scale that is based on student- and school-level performance in the academic, and social-emotional and school culture-climate domains. The designations of reward, priority, and focus schools will be based on a rank order of these scores for all Title I schools across all Participating LEAs. The School Quality Improvement System is depicted in the figure below:



Each school's School Quality Improvement Index score will inform its School Quality Improvement Goal. Each school will have the goal of either reaching 90% (90 points on the School Quality Improvement Index), or improving their School Quality Improvement Index by increasing 2 percentage points in 2 years, and 4 percentage points in 4 years. Schools will receive a detailed report on their School Quality Improvement Index that outlines each domain's and subcomponent's point distribution so that schools are able to identify focus areas of improvement.

Further information about the Index, including metric descriptions and a description of how the Index is designed to work can be found at http://coredistricts.org/school-quality-improvement-system/.

Principle 3 includes provisions to incorporate at least one significant component of the teacher and principal evaluations that is based on a measure of student academic achievement and growth. Participating districts have agreed to adopt the CORE Growth Model and to design or adjust their existing evaluation and support systems for teachers and principals in a way that aligns with the principles of the Growth Model and meets the needs of their communities. In order to successfully adopt the guidelines outlined in the collaboratively created framework for evaluation and support, the participating districts recognize the need to unite the Common Core State Standards with the innovative and aligned SBAC assessments to create a vertically aligned system that will allow for a better capture of multiple measures, in particular ensuring student academic growth, over time. Educators will be expected to use student achievement data from SBAC and locally aligned assessments in a formative manner to inform instructional pacing and targeted delivery.

While the districts' educator evaluation systems will be locally determined, they will all employ multiple valid measures to determine performance levels including, as a significant factor student growth for all students and other professional practices. Participating districts will include students' outcomes as a significant factor in teacher and principal evaluations either by using a percentage model (e.g., where the results count for 20%+ of an evaluation), or an approach where the impact measures are viewed as part of a performance profile or matrix.

CORE Data Warehouse at the John Gardner Center for Youth

All CORE Waiver districts are participating in a data collaborative with the John Gardner Center for Youth at Stanford. Districts share relevant demographic and performance data with the Gardner Center, and the Gardner Center in turn computes many of the metric in the Index as well as the overall Index results. For the purposes of this project, the implication is that the Gardner Center will be positioned to provide a clean, consistent set of data for the Growth model to the selected vendor for the participating districts. That said, we may find it be more timely for some data to be passed directly from districts to the selected partner (e.g., testing data).

BUDGET STRUCTURE

This project is structured to include multiple phases of work, with itemized tasks within each phase. Portions of the project are *required* for the creation of a CORE growth model, while others may be added *by request*, as they may become extension projects should budget allow, or should member districts express interest. Additionally, the continuance and/or size of this project is subject to the number of districts participating, continued funding, federal authorization, and vendor satisfaction.

Due to the complexity of the project, the final contract will set pricing for each task and phase of work, and each segment will be initiated by CORE and/or participating districts as the project proceeds. You are invited to submit a proposal to furnish all of the labor, materials, and other related items required for the performance of a contract resulting from this procurement on a Firm Fixed Price basis. Therefore, vendors should propose an itemized budget that sets pricing for each task and articulates the pricing approach or rationale. CORE will use the budget to request subsequent work from the winning vendor using a task order. Vendors will be paid based on deliverables, not by hours worked. Below are our maximum budget targets for each school year:

Year	Maximum Budget Target
SY 2015-16	$500,000
SY 2016-17	$500,000
SY 2017-18	$300,000
SY 2018-19	$300,000

SCOPE OF WORK

As noted in the previous section, certain tasks are considered *required* for the execution of this project, while others may be added *by request*. Proposals should describe the firm's work plan and budget for all tasks noted within this scope of work, both *required* and *by request*. Firms should also note the portions of the project where it might choose to subcontract with another vendor.

In addition to general client communication for project management and presentations, the vendor should also include in their scope of work and budget both essential and optional meeting time with member districts. Over the course of any school year, please build in six days of in person time with CORE staff and district staff—two visits per calendar year in each region (Los Angeles, Bay Area, Central Valley). Vendors should also anticipate participating in approximately bi-weekly (virtual) project management sessions with more frequent interaction during certain times of the year, as well as ad hoc virtual conversations with district staff. As an optional element for districts, the proposal should also include professional development/district-specific consultation at a district's request and a set budget for this type of district visit, in cost per day so that districts can engage in additional support on an "a la carte" basis.

During the initial phase (**Summer/Fall 2015**), the vendor would enter into data use agreements with each of the participating districts so that data may be transmitted from districts to the vendor and/or via our partners at the Gardner Center.

During this time period, the vendor will also finalize an analytical approach for comparing a "simple growth" approach to the Student Growth Percentile (SGP) approach. In doing so, the vendor will develop analytical criteria to help us understand the merits and drawbacks of each calculation method. Having developed a comparison of these two approaches, the vendor will deliver a report or presentation describing these concepts, participate in feedback sessions with CORE staff and district representatives, refine the concepts based on feedback, and finalize the analytical approach.

Following the selection of an analytical approach for the CORE growth model, the vendor will conduct an assessment of district data to finalize business rules and controls in the SGP approach for the school level. The vendor will also conduct an assessment of district data regarding student-teacher-subject linkage. These analyses would involve a data extract from each district to assess whether control variables and linkages could be included in model, resulting in a memo/brief summarizing the status of each control variable and challenges and associated solutions around student-teacher-subject linkage.

In the following Phase 2 (**Summer/Fall/Winter 2015**), the vendor will test the SGP modeling and produce 2015 school level and grade level results, as well as results by subgroup at the school and grade level (e.g., differential effects), as information only, assessing against analytical criteria where feasible. Note that these initial information only analyses will be based upon using prior achievement data for students from two years prior in SY 2012-13. After testing the model, the vendor will deliver the results in an internal report with data extracts and summary reports for consideration by CORE and district staff.

Depending on how the SGP model performs during this test, CORE might require that the vendor adjust the business rules to refine the analytical approach in readiness for future implementation.

Phase 3 (**Winter/Spring 2016**) will center on the creation or configuration of a reporting system to house results and access reports. The reporting system should allow for public, school level reports and private, password protected, teacher level reports with a notification delivery function when results become available to teachers and schools. The proposal should include pricing approximately 2,000 schools and 25,000 teachers.

If one or more district gives the SBAC interim assessment, we can pilot the teacher level growth model during this phase. After running the model, the vendor will deliver the results in an internal report with data extracts and summary reports, for consumption by CORE and district staff.

During Phases 4 and 5 (**Summer/Fall 2016** and **Fall/Winter 2016/17**), the vendor will execute the growth model for purpose of actual distribution to schools and teachers. The vendor will begin by running 2016 school and grade level models using both simple growth and SGP. Based upon the analytical criteria identified in Phase 1, CORE will make a decision about which approach to use in accountability. From there, the vendor will produce 2016 final results and reports at the school and grade level, as well as 2016 draft results at the teacher level. It is our expectation that the annual calculation of results and production of reports will be accompanied by a technical report, technical support for accessing reports, and professional development material (e.g., a guiding document, toolkit) that districts can disseminate to stakeholders. These tasks should be reflected in the proposal's work plan and budget. The teacher level analyses will be piloted at this time, with results presented internally to CORE and identified district staff.

Phase 5 will center upon further refining the analytical approach based on the results in Phase 4 with respect to teachers. The vendor will review and adjust the teacher level models before producing and disseminating 2016 final teacher level results and reports. Also in this phase, the vendor will explore solutions to the high school growth model approach for Summer/Fall 2017. Students who will be in Grade 11 in SY 2016-17 did not take the Grade 8 assessment in SY 2013-14. In high schools, SBAC assessments will only be given in Grade 11; therefore, the vendor

would need to explore possible pre-test models for this situation, potentially utilizing Grade 7 test results or exit exam scores from Grade 9 or 10.

By Phase 6 (**Summer/Fall 2017**), the vendor will analyze and produce results at the district, school, and teacher level on an annual basis through Phase 8 (**Summer/Fall 2019**), subject to further work ordered within the contract.

A full set of tasks and deliverables is described in the pricing proposal template.

REQUEST FOR PROPOSAL PROCESS

Timeline

Proposals are due on Friday, May 11, 2015 no later than 5:00 p.m. Pacific Daylight Time. They should be uploaded electronically to a dropbox folder or a google drive folder. Firms should send a link to that folder. Proposals received later than the above date and time may be rejected and returned to the proposer unopened. CORE will hold a pre-proposal web conference on April 17 to answer clarifying questions from interested vendors; participation is highly recommended. We expect to conduct finalist interviews in mid-May in order to select the vendor, finalize a contract, and initiate work in June 2015.

Timing	Event
April 10, 2015	RFP released
April 17, 2015 at 10am PST	Pre-proposal web conference https://attendee.gotowebinar.com/register/7341293269340823041
May 11, 2015	Proposals due by 5:00pm PDT
Week of May 18, 2015	Finalist interviews (virtual)
May/June 2015	Vendor selection and contracting

Ground Rules and Assumptions

The ground rules and assumptions for this procurement, incorporated herein are as follows:

CONTRACT TYPE - The contract pricing type will be Firm Fixed Price

PERIOD OF PERFORMANCE - The period of performance is expected to be one year with three one-year options commencing in July 2015. (Approximate date).

NO OBLIGATION TO ENTER INTO CONTRACT – CORE districts reserves the right to reject a firm as non-responsive, regardless of the stage of the procurement process, if there is a failure to successfully negotiate price or fees, terms and conditions, or a failure of the firm to satisfy any of the final requirements necessary to do business with CORE districts.

MODIFICATIONS AND ALTERNATIVE PROPOSALS - The proposer shall submit its basic proposal in strict conformity with the requirements of this RFP document. Proposers are cautioned to limit exceptions, conditions, limitations or new provisions in their proposal as such restrictions or new provisions may be determined sufficiently significant to cause the proposal's rejection.

ALTERNATE PROPOSALS - In addition to submitting proposals that conform in every respect to the requirements of this RFP, proposers may also submit alternate proposals to this RFP as complete "separate" offers if the alternate proposals offer technical improvements or

modifications that are to the overall benefit of CORE Districts. The CORE Districts reserves the right to accept or reject any alternate proposal. Oral, e-mailed, faxed, or telephonic proposals and/or modifications will not be considered. Alternative proposals will not be part of the evaluation process unless otherwise noted.

PRE-AWARD AUDIT - All proposers doing business with CORE districts are subject to pre-award audits.

EXPENSES - Travel, if applicable, should be built into the firmed fixed pricing schema.

COSTS OF PROPOSING - Any and all costs arising from this RFP process incurred by the proposer shall be borne by the proposer, without reimbursement by CORE Districts.

CONE OF SILENCE – This procurement is under a "Cone of Silence." Except for questions submitted prior to the proposal due date, all communications regarding this RFP between potential Proposers and the staff of the CORE districts and consultants engaged by the CORE districts shall be addressed only to the Procurement Contact.

MULTI-FIRM PROPOSALS – The CORE districts will accept prime contractor with named subcontractor proposals. Joint venture proposals will not be accepted.

PERSONNEL – It is the CORE district's expectation that the key personnel included with this proposal will be the actual individuals assigned to the project should the proposal be accepted. Should an extreme circumstance require substitution of a key team member, CORE districts reserves the right to approve or disapprove any requested change. This is to ensure that "key" personnel and persons with vital experience and skill are not arbitrarily removed from the project by the Proposer. In the event that a replacement of a proposed team member is necessary, the Proposer shall replace that person with another person with similar experience, qualification, skill sets and rates.

CORE Rights

CORE may investigate the qualifications of any proposer under consideration, require confirmation of information furnished by a proposer, and require additional evidence of qualifications to perform the services described in this RFP. Furthermore, CORE reserves the right to:

1. Reject any or all of the Proposals;
2. Issue subsequent RFPs for the same statement of work;
3. Cancel the entire RFP;
4. Remedy errors in the RFP;
5. Reduce the scope of work if in the best interest and at the sole discretion of the District;
6. Appoint evaluation committees to review proposals;
7. Seek the assistance of technical experts to review proposals;

8. Approve or disapprove the use of particular subcontractors and suppliers;
9. Establish a short list of proposers eligible for discussions, clarifications or interviews after review of written proposals;
10. Negotiate with any, all, or none of the proposers;
11. Solicit best and final offers from all, some or none of the proposers;
12. Award a contract to one or more (or none) of the proposers;
13. Accept other than the lowest priced proposal;
14. Waive informalities and irregularities in proposals;
15. Award a contract without discussions or negotiations; and
16. Disqualify proposers upon evidence of collusion with intent to defraud or other illegal practices on the part of the proposers;

This RFP does not commit the CORE districts to enter into a contract nor does it obligate the District to pay for any costs incurred in the preparation and submission of proposals or in anticipation of a contract.

Minimum Qualifications

In order to proceed with the proposal evaluation, firms must demonstrate that they meet the following minimum qualifications:

The **firm has experience** in:

1. Running student-level growth models with at least one large urban school district or state (at least 50,000 or students);
2. Running and producing results reports at the school and teacher level; and
3. Using multiple growth model methodologies, e.g., Student Growth Percentiles, Value-Added Model, models with many control variables, and/or models with few control variables.

The proposal includes between **one to two work samples** with associated reference information. A work sample should provide a comprehensive picture of the vendor's engagement with their client including a technical paper, sample results report, professional learning tools, and evidence of district implementation. A sample should also include a reference from the client organization with contact information. Please be strategic in selecting which documents to include in the work sample; a brief explanation of what the document demonstrates is recommended.

Failure to provide information as to how compliance was achieved for each specific requirement shall be deemed non-responsive to this RFP and no further consideration shall be granted.

Evaluation Criteria

Only proposals that meet the minimum qualifications will be reviewed by the selection committee, which will be composed of CORE staff and district representatives.

Proposal will be judged based on the following criteria:

1. Experience of firm and principle staff
2. Quality of the work plan
3. Budget proposal and rationale

CORE districts reserves the right to make an award to other than the low cost Proposer.

Proposal Structure

Proposals should be organized into the following sections:

1. Cover Letter
2. About the Firm
3. Our Approach
4. Pricing Proposal
5. Additional Potential Areas of Work
6. Appendices (optional)

These sections should include the information outlined below.

Cover Letter

- A summary of the proposal
- Contact information for the firm's point of contact

About the Firm

- An explicit explanation addressing how the firm meets minimum qualifications
- Description of the proposed team and their qualifications
- Work samples may be included in this section, or as an appendix
- Description of other relevant experience in the following areas, should the related tasks be added to the scope and budget by request:

Our Approach

- The firm's proposed approach to working with CORE districts and participating districts
- Proposed work plan, noting where the firm might partner with a subcontractor
- Proposed timeline (this may be incorporated into the pricing proposal, instead)

Pricing Proposal

- Use the included pricing proposal template. A proposed budget amount should be presented for each phase of delivery.
- Budget narrative/rationale
- The firm may include a more detailed pricing proposal using their own format in addition to the template provided (optional)

Additional Potential Areas of Work

CORE districts may be interested in some extension work with the selected vendor and we interested to know, in brief, about your firm's experience in the following areas:

- Prospective/goal-setting growth measures that leverage historic data and student growth patterns to inform goal-setting at the student, classroom and/or school level.
- Development of growth models for Non-Tested Grades and Subjects
- Growth models or context-adjusted measures for other outcome measures within the Index (e.g., attendance, graduation).

Appendices (optional)

The firm may choose to include their work samples as an appendix.

CORE District Student Learning Objective (SLO) Guide Book

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2015-2016

CORE would like to acknowledge the support of AIR's Center for Great Teachers and Leaders, and University of Pennsylvania's Operation Public Education in providing the guidance, research, resources and examples provided in this document.

Table of Contents

How to Use this Guide Book **3**
CORE Guidelines for Evaluation 3

What is an SLO? **4**

Why SLOs? **4**
CORE Student Learning Objective (SLO) Design Approach 5

CORE Design At A Glance **5**

The SLO Cycle **6**
Step 1: Development *6*
Required Tools *7*
Step 2: Approval 7
Required Tools *8*
Step 3: Mid-Course Check-in 8
Step 4: Final Attainment and Scoring 8
Guiding Questions *12*
Step 5: Summative Rating and Impact on Learning 12

Additional Guidance for Implementing SLOs **15**
Choosing Assessments or Evidence to Support Learning Objectives *15*
Comparability *15*
Using Multiple Measures *15*
Autonomy vs. Comparability *16*
Required Tools *16*
Guiding Questions *16*
Rigor *16*
Validity and Reliability *17*
Stretch *17*
Sensitivity and Accommodations *17*
Students With Disabilities and English Language Learners *17*
Setting Targets *18*
Guiding Questions *19*
Setting Business Rules for Rosters *19*
Training and Support *19*
Data Management *20*
Guiding Questions *20*
Stakeholder Engagement and Communications *20*
Guiding Questions *21*

General Principles At A- Glance **22**
Appendix A- Sample SLO Template (Rhode Island) *24*
Appendix B- Evolution of an SLO (Rhode Island) *25*
Appendix C- Approval Checklist (Ohio) *20*
Appendix D- REL West Research Summary *21*

DRAFT

How to Use this Guide Book

The Student Learning Objective (SLO) design approach described in this document has been developed by CORE and its district representatives for use and customization by CORE districts. Appropriate adaptation must follow the general principles described here. Guidance is offered with each principle along with examples from other states that align to the principles. See **Guiding Questions** sections for district discussion and decision-making prompts.

Look for the blue boxes for a quick glance at the general principles.

Look for green boxes to direct you to examples in the appendix and additional resources in CORE's ***SLO Central*** http://core.caedpartners.org/display/TM/SLO+Central

CORE Guidelines for Evaluation

In compliance with agreements delineated in Principle 3 of CORE's Flexibility Waiver, teachers and leaders must undergo regular evaluations consisting of two parts: 1) Professional Practice and 2) Student Learning Impact. The student learning impact component of a teacher's evaluation must contain growth measures for both tested and non-tested subjects and grades.

For educators whose majority of students are tested with the new Smarter Balanced Assessment Consortium assessments (SBAC), a CORE Growth Model[1] score will be applied. For educators who do not receive an SBAC score, student learning will be measured by SLOs or an approved alternative. Districts may also incorporate other outcome measures such as district assessments as part of the Student Learning Impact component. All measures will be appropriately weighted to determine the teacher's summative evaluation rating. See **Summative Rating and Impact on Learning** (Pg. 12). For a full description of the Guidelines for evaluation, also see CORE's EES Handbook. (Link to updated EES Handbook will go here.)

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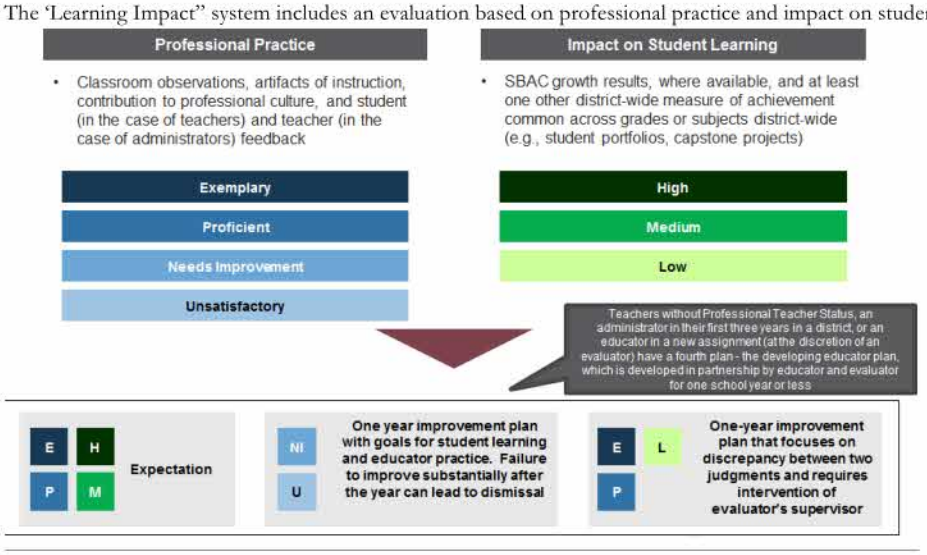
[1] CORE Growth model results will be available to districts in 2015-2016 using 2014-2015 data.

[2] See *Summary of Research on Student Learning Objectives and Student Achievement, Aug. 2014* provided for CORE by REL West in Appendix D.

[3] For the purposes of the CORE Model, "instructional staff" means any public school employee working under a teacher certification whose

Student Learning as a Significant Component of Teacher and Principal Evaluation and Support Systems

The 'Learning Impact" system includes an evaluation based on professional practice and impact on student learning.



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What is an SLO?

Student Learning Objectives, or SLOs, are measures of student attainment of learning goals that have been established by teachers or teams of teachers and approved by a supervisor or evaluator. SLOs are a common process of measuring the degree of a teacher's impact on student learning in subjects and grades for which state assessments and value-added measures are not available. It is also commonly used in places where state testing is available.

CORE district representatives studied a variety of SLO design approaches and available research to determine a model that best fits the theory of action stated below.

Why SLOs?

CORE districts believe that supporting and monitoring student learning and closing persistent achievement gaps is the shared responsibility of all educators. Regardless of whether state assessment results are available in a given subject or grade, if educators are engaged in collaboratively defining and assessing student progress towards rigorous standards in comparable ways, then student learning will increase, achievement gaps will narrow, and educators' efficacy and skills will improve. CORE district evaluation systems shall reflect this theory of action by measuring learning impact in meaningful and comparable ways for all types of educators.

Recent research on systems in both Austin, Texas and Charlotte-Mecklenberg demonstrates that the use of SLOs, when implemented well, has resulted in improved student outcomes.[2] CORE districts have therefore agreed to use Student Learning Objectives (SLOs) or an approved

[2] See *Summary of Research on Student Learning Objectives and Student Achievement, Aug. 2014* provided for CORE by REL West in Appendix D.

alternative as a measure of student learning in evaluations.

CORE Student Learning Objective (SLO) Design Approach

The CORE SLO design offers a basic and flexible approach to measuring progress in grades and subjects where SBAC growth scores are not available. CORE districts can adopt the basic characteristics provided in this model and then customize the CORE SLO design to fit local needs.

Recognizing that local practices vary across the CORE collaborative and that some districts are already incorporating similar processes as part of how teachers are evaluated each year, CORE districts have agreed on two options for fulfilling the waiver requirement.

Option 1: Adoption of the CORE SLO model with local customization. While customizing, districts will be required to refer to guidance and design principles provided herein. Alignment to the approach and design principles will be thoroughly vetted through CORE's Principle 3 Peer Review process.

Option 2: If a district is already using an approach other than an SLO to measure growth in non-tested subjects and grades and incorporating these practices in the evaluation of instructional staff, they may present the design for peer review to determine appropriate alignment with general principles.

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Both options will be required to use the same timeline of full implementation by 2016-2017.

CORE Design At A Glance

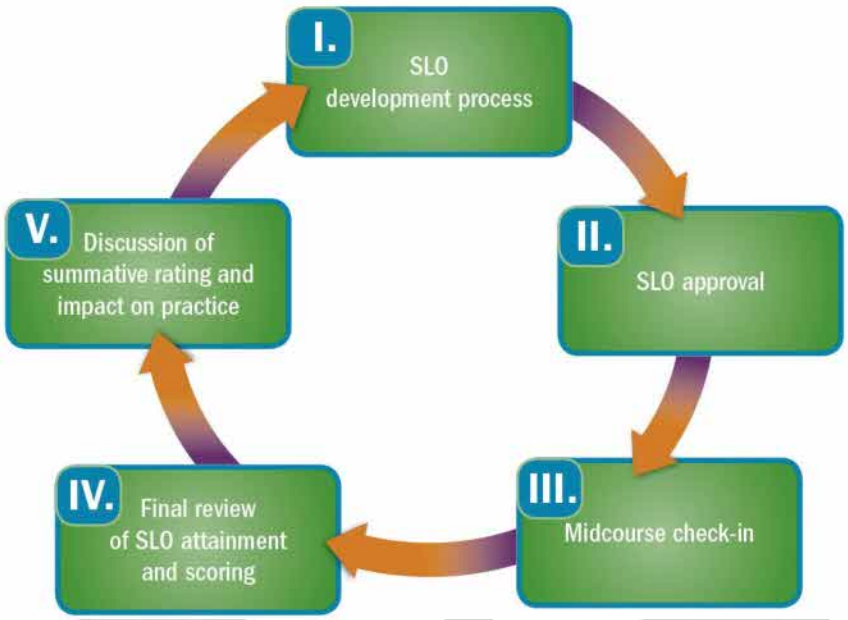
CORE SLO Design
Design Approach
Each instructional staff member[3] will develop one or more SLOs when being evaluated.
Content experts, department chairs, evaluators or supervisors will be consulted in the creation of SLOs.
SLOs include baseline data and trends.
SLOs include growth targets.
SLO targets are tiered or differentiated to address range of achievement levels and close gaps.
SLOs include goals for 100% of students in caseload or an approved alternative in cases where multiple sections or classes are taught (see guidance on specialists)[4].
SLOs utilize district-approved assessments or learning measures/evidence
Quality Control
Assessments or learning measures/evidence approved by district are comparable, rigorous, and have sufficient stretch and accessibility.
SLO development and approval will be monitored using district-developed rubrics or checklists aligned to CORE parameters.

[3] For the purposes of the CORE Model, "instructional staff" means any public school employee working under a teacher certification whose primary responsibilities include instructional planning, managing a classroom environment, and student instruction.

[4] Districts will determine the best approach for educators who instruct multiple groups and large numbers of students.

The SLO Cycle

A standard SLO cycle consists of 5 steps (see illustration below).



Source: Lachlan-Haché, L., Cushing, E., & Bivona, L. (2012). *Student learning objectives as measures of educator effectiveness: The basics.* Washington, DC: American Institutes for Research. Retrieved from http://educatortalent.org/inc/docs/SLOs_Measures_of_Educator_Effectiveness.pdf

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Step 1: Development

All instructional staff[5] for whom SBAC growth scores are not available must create one or more SLOs (or a comparable alternative) as part of their evaluation cycle beginning in 2016-2017.

Deciding who should participate in your district's SLO program is the first decision point you will need to make in your design process. For the purposes of the CORE waiver, all instructional staff undergoing evaluation for whom SBAC growth scores are not available must be included. Districts may decide to augment this group to include other or all staff at their discretion and in accordance with local bargaining agreements. ***Principal evaluation models are not required to include building-level SLO results, however, districts may choose to include them***.

For those participating, SLO development consists of several steps, using a series of components, guided by the use of templates or check-lists adopted by districts in accordance with their local needs. These components represent a dataset that, once created, will provide instructional staff with a suite of data that informs them of where both the whole class and individual students are at the beginning and end of the year.

[5] For the purposes of the CORE Model, "instructional staff" means any public school employee working under a teacher certification whose primary responsibilities include instructional planning, managing a classroom environment, and student instruction.

Components of high-quality SLOs commonly include:

- Baseline and Trend Data – Available performance data indicating student knowledge and skills at the beginning of the course.
- Student Population – Population of students who are included in the SLO
- Interval of Instruction – Length of course or time educator is using to measure growth (year, semester, etc.)
- Standards and Content – Subject area, main ideas or content being addressed, standards being used (e.g. CCSS, National Association, District Frameworks, etc.)
- Assessments – Assessment that meets requirements of sufficient comparability, validity, reliability and stretch.
- Growth Targets – Desired growth or gain outcome for students identified
- Rationale for Targets – Explanation of how and why targets were developed
- Instructional Strategies – Explanation of instructional strategies to be employed to help students meet targets

The steps of an SLO development process commonly include:

1) Identifying the central concepts, goals or standards addressed in the course
2) Gathering any existing achievement data for the students in the course to establish a baselines or trends (pre-test, or post-test from previous year, etc.)
3) Choosing a focus for the SLO from the identified concepts in Step 1
4) Choosing or creating an assessment to measure eventual outcomes (e.g. post-test, end-of course test, etc.) See **Choosing Assessments or Evidence to Support Learning Objectives**. (Pg. 14)
5) Creating a target goal for the class. See **Setting Targets**, (Pg. 14).

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Required Tools

In order to ensure comparability across classrooms, districts will be required to create or adopt tools for educators to use in the creation of their SLOs.

These tools should:

1) be the same for all instructional staff utilizing SLOs across the district
2) reflect the basic components of the district's SLO design
3) facilitate supervisors in evaluating and approving SLOs in a comparable and consistent manner

See template example from Rhode Island provided in Appendix A. More examples as well as resources on how to create SLOs are available for download at SLO Central Tools.

Step 2: Approval

The approval cycle follows the development cycle when the supervisor or designated evaluator receives the proposed SLO.

Evaluators should be carefully trained (see **Training and Support**, Pg. 19) and provided with tools to guide the approval process in a consistent manner. Many states use checklists or rubrics for this purpose and to ensure fairness and comparability in the process.

It is recommended that districts view this as an iterative process and allow for feedback and revision cycles prior to final approval.

Required Tools

The most common tools employed to facilitate the approval process are checklists and rubrics. Many of these allow for space for annotation and feedback during the approval process.

Rhode Island's "Evolution of and SLO" example in Appendix B provides 3 examples of SLO drafts with supervisor feedback (see SLO Examples). Appendix C offers an approval checklist example from Ohio (see Tools). Download these and other examples at SLO Central.

Step 3: Mid-Course Check-in

Mid-course check-ins with peers or content experts are highly recommended to provide educators with the opportunity to assess progress and reflect on what is working in order to adjust instructional strategies as needed. **Districts will need to set policy or business rules regarding what changes can and cannot be made to SLOs during mid-course check-ins**. For example, under what conditions would it be acceptable to adjust a target? They might say it is not acceptable to change a target simply because progress is not being made at the pace predicted. Instead, adjustments would be made to instructional strategies and supports. On the other hand, a district might say that it is acceptable to adjust a target if additional students are added to or subtracted from the roster changing the trend data used to set targets initially.

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Step 4: Final Attainment and Scoring

Districts will choose their own approaches to the final scoring of SLOs in alignment with these general principles:

1) Scoring is conducted in the same manner across the district to ensure comparability.
2) Weighting of all SLO results is handled in the same manner across the district to ensure comparability.
3) Weighting of Student Impact for both Tested and Non-tested Subjects are comparable to one another.
4) Translation of student learning impact into summative evaluation ratings is consistent and comparable across the district.

AIR's Center for Great Teachers and Leaders has identified three approaches to scoring SLOs and offers the following analysis of strengths and considerations[6]:

1. Descriptor-Based
2. Rubric-Based
3. Percentage Approach
4. Benchmark Approach

[6] Source: http://www.gtlcenter.org/technical-assistance/professional-learning-modules/scoring-student-learning-objectives

The Descriptor-Based Approach

Descriptor-based approaches use descriptions to determine if particular thresholds have been met. See Exhibit A below from Rhode Island.

Analysis: This approach may be useful for accounting for context, but is difficult to implement comparably without extensive guidance and training.

The Rubric-Based Approach

A rubric-based approach provides specific levels of attainment using precise language for each level of expectation. See Exhibit B below from Indiana.

Analysis: This approach can offer teachers more clarity as they are setting their goals and better consistency. It does, however, also require extensive training and guidance.

The Percentage Approach

The percentage approach calculates a score based on a specific percentage of SLO attainment being reached. See Exhibit C below from Hawaii.

Analysis: This approach is perhaps the simplest and cleanest approach and leaves less room for bias or confusion. The only consideration needed would be in the cases of small class sizes where the attainment of one student can tip the percentage significantly. Hawaii resolved this issue by creating a rubric for scoring classes with 4 or fewer students.

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The Benchmark Approach

The Benchmark Approach takes the Percentage Approach and further delineates specific benchmark scores to be achieved using a scale. See Exhibit D below from New York.

Analysis: This approach can offer more consistency across a district, is easier to communicate, and sets more specific targets for teachers to reach. Within CORE districts it may also be more comparable to benchmarks and scales being used for teachers in tested grades and subjects using a growth model score.

Descriptor-Based Scoring Approach: Example From Rhode Island

Exceeded	• This category applies when all or almost all students met the target(s) and many students exceeded the target(s). For example, exceeding the target(s) by a few points, a few percentage points, or a few students would not quality an SLO/ student outcome objective (SOO) for this category. This category should be selected only when a substantial number of students surpassed the overall level of attainment established by the target(s).
Met	• This category applies when all or almost all students met the target(s). Results within a few points, a few percentage points, or a few students on either side of the target(s) should be considered "Met." The bar for this category should be high, and it should only be selected when it is clear that the students met the overall level of attainment established by the target(s).
Nearly Met	• This category applies when many students met the target(s), but the target(s) was missed by more than a few points, a few percentage points, or a few students. This category should be selected when it is clear that students fell short of the level of attainment established by the target(s).
Not Met	• This category applies when the results do not fit the description of what it means to have "Nearly Met." If a substantial proportion of students did not meet the target(s), the SLO/SOO was not met. This category also applies when results are missing, incomplete, or unreliable.

Source: Rhode Island Department of Education, 2014, p. 18

Exhibit A.

Scoring Using a Rubric Developed by the Teacher and Evaluator: Example From Indiana

	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	Exceptional number of students achieve content mastery	Significant number of students achieve content mastery	Less than significant number of students achieve content mastery	Few students achieve content mastery
Class learning objective	*At least six of the eight English learner students will maintain or increase one or more proficiency levels on the LAS Links assessment.*	*At least five of the eight English learner students will maintain or increase one or more proficiency levels on the LAS Links assessment.*	*At least three of the eight English learner students will maintain or increase one or more proficiency levels on the LAS Links assessment.*	*Fewer than three English learner students maintained or increased one or more proficiency levels on the LAS Links assessment.*

Source: Indiana Department of Education, 2013, p. 52

Exhibit B.

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Percentage Approach: Example From Hawaii

Highly Effective	Effective	Developing	Ineffective
At least 90% to 100% of students met or exceeded expected target	At least 75% to 89% of students met or exceeded expected target	At least 60% to 74% of students met or exceeded expected target	Less than 60% of students met or exceeded expected target

Source: Hawaii Department of Education, 2014, p. 38

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17

Exhibit C.

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Benchmark Scoring Approach: Example From New York

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100 %	91-94 %	85-90 %	84 %	83 %	82 %	81 %	80 %	78-79 %	76-77 %	74-75 %	70-73 %	64-69 %	57-63 %	50-56 %	43-49 %	37-42 %	30-36 %	21-29 %	11-20 %	0-10 %

Source: New York State Education Department, 2013, p. 25

Exhibit D.

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Guiding Questions

1) Which approach best aligns with the current practices or policies you are piloting for teacher and leader evaluation?
2) Which approach is most consistent with how you will be translating Growth Model results for teachers of tested subjects and grades into evaluation ratings?
3) What is your district's capacity to train and support staff for the successful implementation of this approach?

Step 5: Summative Rating and Impact on Learning

Once SLOs have been scored, and the score is translated into an evaluation rating, that rating must be considered along with all other measures in a teacher's evaluation before a summative evaluation rating is determined.

In accordance with the CORE waiver, participating districts have two options for their summative rating designs: 1) The "Learning Impact Model" or 2) A weighted Model with 20% or weight given to growth measures. See **Guidelines for Evaluation** (Pg. 4.). Using AIR's categories for summative ratings[7], the Learning Impact Model could best be described as a *Profile Approach* and CORE's weighted model as a *Numeric Approach*.

[7] Source: http://www.gtlcenter.org/technical-assistance/professional-learning-modules/scoring-student-learning-objectives

Numeric Approach (CORE's Weighted Approach)

The Numeric Approach assigns a weight to each rating for each component in the evaluation to arrive at a final score and summative rating. See Exhibit E.

Analysis: This approach enables districts to account for multiple measures, acknowledging the complexities of the profession. It also provides transparency and leaves little room for bias. It requires more calculation, but less regular training.

Profile Approach (CORE's Learning Impact Model)

The Profile Approach displays results across two dimensions- professional practice and student learning impact ratings. Viewing ratings in this way enables teachers and supervisors to see consistencies in performance or places where there is a discrepancy between one dimension and another. For the purposes of CORE's Learning Impact Model, these discrepancies prompt a response from the district and a series of inquiries and/or support steps prior to a final rating being assigned.

Analysis: This approach allows for more professional judgment to be used in determining final ratings. For that reason, it also requires districts to create their own policies or business rules regarding what steps will be undertaken in order to ensure fairness and comparability across classrooms and buildings in the district. Regular training for supervisors and evaluators is essential in order to maintain consistency and comparability across buildings in a district.

Summative Scoring Approaches: Numeric

Measure	Score	Weight	Rating
Observation	4	50%	2
SLO	3	25%	.75
Value-added	3	25%	.75
		Final Score	3.5

Highly Effective	Effective	Developing	Ineffective
4	3	2	1

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39

Exhibit E.

Summative Scoring Approaches: Profile

		Student Learning			
Professional Practice		4	3	2	1
	4	Highly Effective	Effective	Developing	Developing
	3	Highly Effective	Effective	Developing	Developing
	2	Effective	Effective	Developing	Ineffective
	1	Developing	Developing	Ineffective	Ineffective

Source: Rhode Island Department of Education, 2014, p. 25

Exhibit F.

See Presentations for full learning module from AIR. More samples and tools for scoring SLOs can be found at SLO Central.

Guiding Questions

1) How will your summary rating design reflect SLO achievement for participating teachers or leaders?
2) How should SLO achievement be weighted or represented in comparison to tested subjects and grades?
3) Which approach works best with your district's current evaluation pilot for professional practice?
4) How will you support and train those responsible for administering the design?

Additional Guidance for Implementing SLOs

Choosing Assessments or Evidence to Support Learning Objectives

Districts will determine their own criteria and set policy for use of particular types of evidence, measures, or assessments that they deem acceptable for use in SLO development. District criteria should take into consideration the guidance provided by CORE and offer sufficient:

1) Comparability
2) Rigor
3) Validity and Reliability
4) Stretch
5) Sensitivity and Accommodations

Choosing the right assessment or learning evidence to measure whether students have reached their targets requires careful guidance from supervisors and often assessment literacy training for both teachers and supervisors. In the CORE model, districts will determine their own policies regarding these choices utilizing the general principles below. CORE will not be providing common assessments for use across the collaborative. Adherence to the general principles will be determined through CORE's annual peer review process.

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Comparability

There are two types of comparability that districts must keep in mind while creating their SLO designs. 1) Comparability of Design and Process (i.e. Are all buildings in the districts going about the process in the same way and using the same standards?) and 2) Comparability of Assessments (i.e. Are all assessments being used of comparable rigor, validity, etc.?)

Comparability of Design and Process is important because the data collected across the district must meaningfully represent how teachers and students are performing in reaching SLO targets. Teachers must also feel that they are being evaluated in a fair and equitable way regardless of what or where they teach. This type of comparability can be assured by using the types of templates, rubrics and check lists described earlier in this document in the **SLO Cycle**, Steps 1 through 5. Regular training for those undergoing evaluations and those evaluating them will also improve comparability of design and process. See **Training and Support**, (Pg. 19).

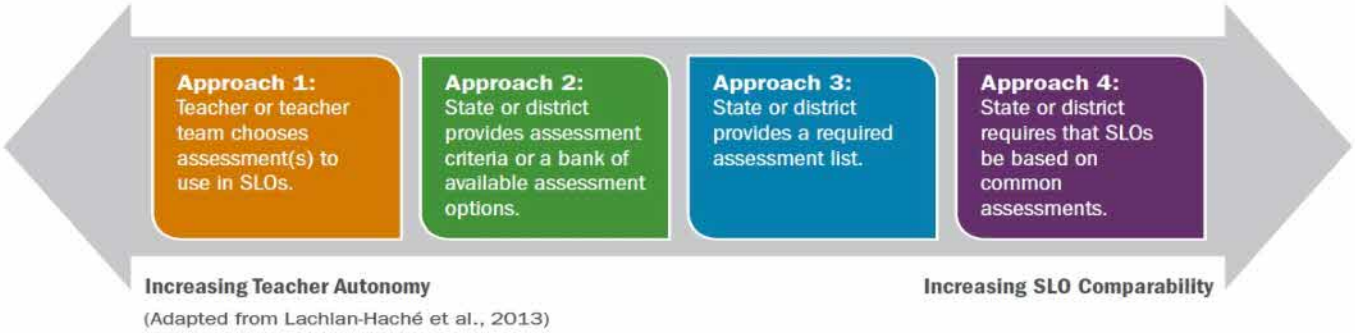
Comparability of Assessments is also essential to maintain the integrity of the SLO process. If one classroom in a building is using teacher-created tests and another is using industry-created tests, can we be assured that both of these types of assessments are equally valid, reliable and rigorous?

Using Multiple Measures

Districts may choose to allow a multiple measures approach to SLO development. This means that teachers may utilize more than one assessment to measure growth in their classrooms. A standardized assessment may be combined with a performance task or portfolio, for example. This allows students different opportunities to demonstrate that they have met the learning target. All measures must, however, be held to the same standards.

Autonomy vs. Comparability

States and districts using SLO have chosen to approach these choices in a variety of ways. AIR's Center for Great Teachers and Leaders analyses approaches to choosing assessments on a continuum, ranging from models that allow for more teacher autonomy (Approach 1: teachers choosing their own assessments) to less autonomy but more comparability (Approach 4: teachers having less say, but districts achieving more standardization.) See figure below.[8]



(Adapted from Lachlan-Haché et al., 2013)

Required Tools

Depending on the district approach, different tools or supports will be needed:

- Approach 1 requires that staff have a deep understanding and comfort with assessments, their use and analysis. Regular training and support would be required.
- Approach 2 requires the district to create an assessment quality control checklist or guidance tool for use across the district, and may also require a bank of assessment options be made available.
- Approach 3 requires that the district vet and approve a list of available assessments.
- Approach 4 requires the district to select specific assessments for common use across the district.

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Guiding Questions

1) Do district staff currently demonstrate a deep understanding and comfort with using student achievement data when planning their courses?
2) Does the district have a bank of assessments available for use that has been vetted?
3) Does the district have the capacity to conduct a search, compile, and vet available assessments for approved use?

For examples of these tools and approaches to choosing assessments, see SLO Central.

Rigor

The term "rigor" has been the source of much debate in education in recent years. What do we mean by the term rigor – particularly when we are talking about assessments? Assessing the level of rigor of an intellectual task is often done by employing Bloom's Taxonomy (Bloom, 1956) and using concepts such as Webb's Depth of Knowledge matrix (Webb, N. 2004). Evaluating the level of rigor in an assessment of knowledge, is an extension of this type of analysis, and involves looking at the assessment items and construction to determine whether or not the assessment is appropriately "testing" these skills and to what degree. Grant Wiggins discussed

[8] Source: Cushing, Ellen & Casandra Meyer (2014) "Ask the Team" Center for Great Teachers and Leaders, AIR.

this issue in a recent blog and offers a template for this process which may prove useful as districts create a system for approving proposed assessments for SLOs.
http://www.teachthought.com/learning/assessment-design-matrix-assess-assessments/

Regardless of the specific framework you choose to employ, the primary aim is to ensure that assessments measure the depth and extent of a student's knowledge and skill and go beyond simplistic or rote tasks. Even the student who is operating below grade level or has special needs is capable of achieving rigorous learning tasks. How those are demonstrated, however, may vary.

Validity and Reliability

Validity and reliability means that the test being administered can reliably achieve the same results when given multiple times, and that it is validly testing the concepts it is supposed to be testing.

Stretch

Stretch is a term used to describe the flexibility of an assessment's scale and scoring. If an assessment has sufficient "stretch", it is able to capture results for students testing well below or well above grade level. Stretch is particularly important in assessments being used for SLOs because it enables educators to set appropriate growth targets and to better determine the extent of growth.

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Sensitivity and Accommodations

Sensitivity and accommodations refers to the degree to which assessments are widely usable across populations of students who may have special needs – specifically Students with Disabilities (SWDs) and English Language Learners (ELLs). In choosing SLO assessments, if items do not accommodate special populations, it is acceptable to choose a different assessment for that population. For example, a teacher may create a separate SLO for the ELL students in her class, using an English Language Assessment. Alternatively an assessment may be the same as the rest of the class but translated into the student's first language. Students with disabilities may need assistive technology or other accommodations.

Students With Disabilities and English Language Learners

1) English Language Learners (ELLs) should be included in SLO target-setting in all classrooms where they are taught.
2) Instructional Support Specialists who work with ELLs within classrooms or in pull-out sessions should be consulted by general education teachers when creating SLOs.
3) Assessments used should offer appropriately sensitive scales and accommodations.

1) Students with Disabilities (SWDs) should be included in SLO target-setting in all classrooms where they are taught.
2) Instructional Support Specialists who work with SWDs within classrooms or in pull-out sessions should be consulted by general education teachers when creating SLOs.
3) IEPs should not be used as an SLO assessment measure but can inform SLO evidence and target setting.
4) Assessments used should offer appropriately sensitive scales and accommodations.

It is essential that Students with Disabilities (SWDs) and English Language Learners (ELLs) be included in the SLO process. Full inclusion of all sub-groups ensures that the progress of these

students is monitored in an equitable way and that achievement gaps can be narrowed or closed.

Given the specialized expertise required of teachers who work with SWDs and ELLs, and the different assessments often used to evaluate achievement, the SLO process for teachers of SWDs and ELLs will require additional considerations and tools.

For general education teachers who have SWDs and ELLs in their classrooms, we recommend that SLOs be created in partnership with any instructional support specialists who are working with the students in or outside of the classroom.

When choosing assessments, appropriate accommodations should be made (see **Choosing Assessments and Evidence of Student Learning**). IEPs should not be used as the assessment measure for SWDs. IEPs may be consulted as part of the target setting process but their individualized nature does not create reliable resource for group SLOs.

AIR's special issues brief, *Inclusive Design (2013),* lays out a series of 8 recommendations for consideration when developing SLOs for SWDs. Among them is the recommendation that districts create special check-lists, prompts or rubrics for teachers of SWDs and ELLs. They also recommend special training for evaluators or the use of peer evaluators to ensure that evaluators have a firm understanding of the instructional strategies involved.

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Download *Inclusive Design* and Webinar Slides at SLO Central Presentations.

Setting Targets

SLOs should reflect the variety of student learning levels represented in a classroom in order to sufficiently challenge students and close achievement gaps.

Setting the learning target is not the SLO, but a part of the SLO. One SLO will contain several learning targets for the students in a classroom around a single standard or concept. The reality in most classrooms is that students enter at a variety of levels of achievement and with a variety of learning strengths and weaknesses. The task for a teacher establishing targets is to accurately assess (using available baseline and/or trend data) where her students are in relationship to the key concept, standard or objective that she has chosen.

Students may be grouped into tiers based on prior achievement and targets set for each tier using a single assessment. The example below from Rhode Island shows a teacher who is focusing her SLO on reading proficiency. She has tiered the students based on their incoming reading levels on a standardized reading inventory. Her targets are expressed in two different ways- in terms of progress, and in terms of achievement. Either format is acceptable.

Student (or Tier of Students)	Baseline Data/Information	Target
1	Reading Level P	Reading Level S
2	Reading Level R	Reading Level U
3	Reading Level T	Reading Level W
Target(s) expressed in terms of progress: ▪ All students will make 3 levels worth of progress by the end of the year.		
Target(s) expressed in terms of achievement: ▪ Students in Tier 1 will read at level S by the end of the year. ▪ Students in Tier 2 will read at level U by the end of the year. ▪ Students in Tier 3 will read at level W by the end of the year.		

Source: RIDE SLO User Guide, Setting Targets in Student Learning Objectives

Guiding Questions

1. In the above example, has the teacher set rigorous targets for all of her students?
2. In the example above, all tiers are expected to move up 3 levels, will this close or narrow achievement gaps?
3. Do you see any advantages between the two methods of expressing targets in terms of progress vs. achievement?

Setting Business Rules for Rosters

Participating teachers must account for all students on all of their rosters when designing SLOs. For some teachers, this represents several rosters, and can add up to over 100 students. Districts must establish business rules to be applied in this case and in cases where student enrollment rates are variable. In the case of team teaching, business rules regarding shared attribution must be developed.

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All students on the roster of an instructor must be included in the instructor's SLO. Exceptions may be made according to district policy in the case of:

1) instructors with a case load of multiple sections.
2) variable student enrollment rates (temporary or short term assignment, etc.).
3) shared teaching responsibilities (team teaching).

See examples of business rules from other states in SLO Central.

Training and Support

Districts will need to create systems for the proper training and support for those responsible for supervising and evaluating SLOs. This training and support will look different in each setting but in general should ensure that:

a) instructors are given guidance and training in understanding the process, including assessment literacy training where needed.
b) evaluators are trained and normed across buildings in the district to ensure comparability of process.
c) instructors are encouraged to utilize peer networks for support and guidance in the creation of their SLOs.
d) instructors are provided with the opportunity to receive feedback on draft SLOs before submission.
e) evaluators or content experts provide opportunities for "check-ins" throughout the cycle.
f) final meetings provide detailed, actionable feedback.

CORE will continue to host collaborative learning opportunities for district representatives throughout the pilot and full implementation process. This guidance document as well as the resources found at SLO Central will be continuously updated. These resources and tools are available for use and distribution by districts in their own training and support efforts.

Data Management

Districts must determine procedures for data collection, management and analysis of the SLO process.

CORE recognizes that the capacity for data management across participating districts varies and that the data produced by the SLO process will require, in some cases, additional systems to be built out over time. Initially, districts will be responsible for centrally collecting and analyzing the data produced by the SLO process in each of its buildings using existing systems in the most efficient ways possible. Gathering these data is essential to capturing patterns or trends across the district that impact professional development and training needs district-wide. Eventually, districts will be required to utilize fully functional data management systems capable of storing and tracking SLO data across the district.

Guiding Questions

1. What are the capabilities of your current data management systems?
2. How is HR data managed and is it linked to student achievement data? (e.g. Will the record keeping here match the observation data and artifact systems in place?)
3. Who should be responsible for submitting the data to the central office and in what format? (e.g. Do teachers self-report or is it a supervisor's responsibility?)
4. How long should the data be kept?

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Stakeholder Engagement and Communications

Thoughtful stakeholder engagement and communications strategies are essential ingredients for the successful buy-in and implementation of any SLO process by those who will use it and be effected by it. During the design process, districts must ensure that classroom teachers, department chairs, Special Education and English Language Learner (ELL) specialists have a voice in the central decision points of the design. This is commonly achieved by forming a district design team consisting of representatives from select buildings ad departments across the district.

University of Pennsylvania's Operation Public Education (OPE) has been working with the Aldine School District in Austin Texas on their design and implementation of SLOs (in their case, called Student Growth Objectives) and have assisted district design teams in their communications and outreach efforts. They have provided CORE with a slide deck designed to assist districts as they begin the stakeholder engagement and design process.

See SLO Central for OPE's presentation and resources.

Guiding Questions

1. Has your district begun conversations about the SLO design decisions described in this document?
    a. If so, who has been involved?
    b. Who else needs to be included?
    c. If not, how will you begin and how will you structure the work?
2. What has been your district's communication with stakeholders regarding the SLO requirement to date?
3. What issues or concerns have been raised most frequently?

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General Principles At A Glance

1) Who Is Required to Create an SLO?

All instructional staff[9] for whom SBAC growth scores are not available must create one or more SLOs (or a comparable alternative) as part of their evaluation cycle beginning in 2016-2017.

2) Which Students are Included in SLOs?

All students on the roster of an instructor must be included in the instructor's SLO. Exceptions may be made according to district policy in the case of:

a) instructors with a case load of multiple sections.
b) variable student enrollment rates (temporary or short term assignment, etc.).
c) shared teaching responsibilities (team teaching).

3) Templates and Check Lists

These tools should:

a) be the same for all instructional staff utilizing SLOs across the district.
b) reflect the basic components of the district's SLO design.
c) facilitate supervisors in evaluating and approving SLOs in a comparable and consistent manner.

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4) Choosing Assessments and Measures of Learning

Districts will determine their own criteria and set policy for use of particular types of evidence, measures, or assessments that they deem acceptable for use in SLO development. District criteria should take into consideration the guidance provided by CORE and offer sufficient:

a) Comparability
b) Rigor
c) Validity and Reliability
d) Stretch
e) Sensitivity and Accommodations

5) Quality Control and Feedback

Districts will ensure the proper training and support for those responsible for supervising and evaluating SLOs. This training and support will look different in each setting but in general should ensure that:

a) instructors are given guidance and training in understanding the process, including assessment literacy training where needed.
b) supervisors are trained and normed across buildings in the district to ensure comparability of process.
c) instructors are encouraged to utilize peer networks for support and guidance in the creation of their SLOs.
d) instructors are provided with the opportunity to receive feedback on draft SLOs before submission.
e) supervisors or content experts provide opportunities for "check-ins" throughout the cycle.
f) final meetings provide detailed, actionable feedback.

[9] For the purposes of the CORE Model, "instructional staff" means any public school employee working under a teacher certification whose primary responsibilities include instructional planning, managing a classroom environment, and student instruction.

6) Setting Rigorous but Attainable Targets

SLOs should reflect the variety of student learning levels represented in a classroom in order to sufficiently challenge students and close achievement gaps.

7) Creating SLOs for Students with Disabilities

a) Students with disabilities should be included in SLO target-setting in all classrooms where they are taught.
b) Instructional Support Specialists who work with SWDs within classrooms or in pull-out sessions should be consulted by general education teachers when creating SLOs.
c) IEPs should not be used as an SLO assessment measure but can inform SLO evidence and target setting.
d) Assessments used should offer appropriately sensitive scales and accommodations.

8) Creating SLOs for English Language Learners

a) English Language Learners (ELLs) should be included in SLO target-setting in all classrooms where they are taught.
b) Instructional Support Specialists who work with ELLs within classrooms or in pull-out sessions should be consulted by general education teachers when creating SLOs.
c) Assessments used should offer appropriately sensitive scales and accommodations.

9) Scoring and Weighting SLOs in Evaluations

a) Scoring is conducted in the same manner across the district to ensure comparability.
b) Weighting of all SLO results is handled in the same manner across the district to ensure comparability.
c) Weighting of Student Impact for both Tested and Non-tested Subjects are comparable to one another.
d) Translation of student learning impact into evaluation ratings is consistent and comparable across the district.

10) Managing Data

Districts must determine procedures for data collection, management and analysis of the SLO process.

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ppendix A- Sample SLO Template (Rhode Island)

lain riteri	Element	Description
ssential Question: What are the most important knowledge/skill(s) I want my students to attain by the end of the interval f instruction?		
Priority of Content	**Objective Statement**	▪ Identifies the priority content and learning that is expected during the interval of instruction ▪ The objective statement should be broad enough that it captures the major content of an extended instructional period, but focused enough that it can be measured
	Rationale	▪ Provides a data-driven and/or curriculum-based explanation for the focus of the Student Learning Objective
	Aligned Standards	▪ Specifies the standards (e.g., CCSS, Rhode Island GSEs, GLEs, or other state or national standards) to which this objective is aligned
ssential Question: Where are my students now (at the beginning of instruction) with respect to the objective?		
	Baseline Data / Information	▪ Describes students' baseline knowledge, including the source(s) of data/information and its relation to the overall course objectives
ssential Question: Based on what I know about my students, where do I expect them to be by the end of the interval f instruction and how will they demonstrate their knowledge/skills?		
Rigor of Target	**Target(s)**	▪ Describes where the teacher expects all students to be at the end of the interval of instruction ▪ The target should be measureable and rigorous, yet attainable for the interval of instruction ▪ In most cases, the target should be tiered to reflect students' differing baselines
	Rationale for Target(s)	▪▪ Explains the way in which the target was determined, including the data source (e.g., benchmark assessment, historical data for the students in the course, historical data from past students) and evidence that indicate the target is both rigorous and attainable for all students ▪ Rationale should be provided for each target and/or tier
Quality of Evidence	**Evidence Source(s)**	▪ Describes how student learning will be assessed and why the assessment(s) is appropriate for measuring the objective ▪▪ Describes how the measure of student learning will be administered (e.g., once or multiple times; during class or during a designated testing window; by the classroom teacher or someone else) ▪▪ Describes how the evidence will be collected and scored (e.g., scored by the classroom teacher individually or by a team of teachers; scored once or a percentage double-scored)

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rce: http://www.ride.ri.gov/TeachersAdministrators/EducatorEvaluation/StudentLearningOutcomesObjectives.aspx

Appendix B- Evolution of an SLO (Rhode Island)

RIDE Rhode Island Department of Education

THE EVOLUTION OF AN SLO

INTRODUCTION AND PURPOSE

A valuable part of setting Student Learning Objectives is the collaboration between educators and evaluators that results from identifying instructional priorities, sound evidence sources, and rigorous but attainable targets. This document was created to illustrate the "evolution" of a Student Learning Objective through feedback, reflection, and revision.

This document contains three SLO samples that include:

DRAFT 1	EVALUATOR'S FEEDBACK 2
The initial draft submitted by a teacher or group of teachers	The comments and suggested revisions from the evaluator
REVISION 3	**HIGHLIGHTED CHANGES 4**
The revised sections from the teacher to reflect the evaluator's comments	Annotations that highlight these changes

DRAFT

This set of samples can be used with:

- teachers to illustrate how reflection and revision can elevate the quality of an SLO.
- evaluators, to illustrate the kind of specific, descriptive feedback they should provide to teachers during the SLO approval process.

While RIDE considers the revised sections of each set "approvable" it should be noted that these materials should be used as samples as part of training or to prompt discussion and not as exemplars to be adopted in full. SLOs are always context-specific and should be written with and by educators to reflect their curriculum, assessments, and individual students.

Sample 1: 3rd grade Mathematics.....pages 2-7

Sample 2: 8th grade Ancient Civilizations.....pages 8-13

Sample 3: 9-10th grade Chorus.....pages 14-18

Sample 1: 3rd grade mathematics

Title –Multiplication & Division
Content Area – Mathematics
Grade Level –3
Students – 24 grade 3 students (This SLO is shared by all three 3rd grade teachers)
Interval of Instruction –SY2013-14

Main Criteria	Element	Description	
Essential Question: What are the most important knowledge/skill(s) I want my students to attain by the end of the interval of instruction?			
Priority of Content	Objective Statement	**DRAFT**	**EVALUATOR'S FEEDBACK**
		Students will be able to recall basic multiplication and division facts with fluency and accuracy.	This focus is too narrow. Accurate recall of these facts helps with efficiency, but it is also important that students can apply their knowledge of these facts to solve more complex problems involving multiplication and division. How could you revise this Objective Statement to include the application of multiplication and division facts?
		REVISION	**HIGHLIGHTED CHANGES**
		Students will be able to recall basic multiplication and division facts with fluency and accuracy and apply their understanding of multiplication and division to solve one and two-step word problems.	The revised objective statement includes an emphasis on understanding of multiplication and division, as well as the application of that understanding to word problems. This addresses a wider scope of standards and requires more DOK than the original objective statement.
	Rationale	**DRAFT**	**EVALUATOR'S FEEDBACK**
		These facts are the foundation for future mathematical concepts such as common denominators, ratio, and the addition and subtraction of fractions. Therefore, students must have a solid understanding of them in order to be successful in future mathematics courses.	Your rationale will need to change to reflect changes to the Objective Statement, but I like that you are thinking about how these mathematics skills build upon each other. However, I would argue that the foundation you're describing is the understanding of multiplication and division as concepts, not automaticity with the facts.
		REVISION	**HIGHLIGHTED CHANGES**
		A solid understanding of the concepts of multiplication and division are the foundation for future mathematical concepts such as common denominators, ratio, and the addition and subtraction of fractions. Being able to recall multiplication and division facts with fluency and accuracy will help students save time and reduce errors when applying their understanding to authentic and rigorous mathematics problems.	The revised rationale highlights the connection of fluency and accuracy to the application of authentic mathematics problems.

DRAFT

Sample 1: 3rd grade mathematics			
Main Criteria	**Element**	**Description**	
Essential Question: What are the most important knowledge/skill(s) I want my students to attain by the end of the interval of instruction?			
Priority of Content	**Aligned Standards**	**DRAFT**	**EVALUATOR'S FEEDBACK**
		3.OA.B.5 Apply properties of operations as strategies to multiply and divide. 3.OA.C.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.	Are there standards you could add that pertain to students' application of their knowledge of multiplication and division facts?
		REVISION	**HIGHLIGHTED CHANGES**
		3.OA.A.1 Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. 3.OA.A.2 Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. 3.OA.A.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. 3.OA.A.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers. 3.OA.B.5 Apply properties of operations as strategies to multiply and divide. 3.OA.C.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. 3.OA.D.8 Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	The revised Rationale and Aligned Standards reflect the broader focus of the Objective Statement, which now includes understanding multiplication and division as concepts and the application of that understanding to solve one and two-step word problems.

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Sample 1: 3rd grade mathematics			
Main Criteria	**Element**	**Description**	
Essential Question: Where are my students now (at the beginning of instruction) with respect to the objective?			
Priority of Content	**Baseline Data / Information**	**DRAFT**	**EVALUATOR'S FEEDBACK**
		Students took a baseline assessment in which they completed 100 multiplication and division problems in 5 minutes 30 seconds. • 18 students scored less than 50% • 4 students scored between 51%-75% • 2 students scored 76%+	Given that most students scored poorly, which is to be expected on a baseline on Gr. 3 content, is there an additional data source you can reference that might give you insight into what knowledge and skills students are bringing with them from Gr. 2?
		REVISION	**HIGHLIGHTED CHANGES**
		In addition, students completed a baseline assessment on Gr. 2 standards that required them to use addition and subtraction to solve one and two-step word problems. I scored this assessment and grouped students into four categories, based on their ability to comprehend the problem and set up an equation (comprehension) and their ability to accurately solve the problem (computation). • Weak comprehension & weak computation (5 students) • Strong comprehension & weak computation (3 students) • Weak comprehension & strong computation (6 students) • Strong comprehension & strong computation (10 students) Throughout the first few weeks of school, I have using ongoing observation of students completing tasks aligned to this objective to better understand the knowledge and skills that they are bringing to Grade 3. In addition, I conferred with the second grade team to validate the information I got from my baseline assessments. They were able to provide additional insight into the strengths and weaknesses of students who were in their classrooms last year. Shifting the focus from the overall score to students' relative strengths and weaknesses enabled me to get a clearer picture of their needs and will help me differentiate my instruction moving forward.	This additional data source, as well as the anecdotal accounts of the Gr. 2 team, help to create a fuller picture of what students CAN do. Organizing the data by what it reveals about students' strengths and weaknesses helps make it more useful to the teacher than just a raw score.

DRAFT

Sample 1: 3rd grade mathematics			
Main Criteria	**Element**	**Description**	
Essential Question: Based on what I know about my students, where do I expect them to be by the end of the interval of instruction and how will they demonstrate their knowledge/skills?			
Rigor of Target	**Target(s)**	**DRAFT**	**EVALUATOR'S FEEDBACK**
		The 18 students who scored less than 50% on the baseline assessment will average 75% or better on the final three administrations of the assessment. Included in this tier are two students whose IEPs require extended time because of delayed fine motor skills. They will complete the assessment in 8 minutes (approx. 50% more time). The 4 students who scored between 51%-75% on the baseline assessment will average 85% or better on the final three administrations of the assessment. The 2 students who scored 76%+ on the baseline assessment will average 95% or better on the final three administrations of the assessment.	I appreciate that these targets are tiered to reflect students' individual needs/differences on the baseline assessment.
		REVISION	**HIGHLIGHTED CHANGES**
		Target 1 (Mult. & Div. Facts) The 18 students who scored less than 50% on the baseline assessment will average 75% or better on the final three administrations of the assessment.* The 6 students who scored above 50% on the baseline assessment will average 90% or better on the final three administrations of the assessment. **Target 2 (Word Problems)** All students will be able to demonstrate basic proficiency with one and two-step word problems using the four operations. Basic proficiency is represented by a score of 75% on the summative word problem assessment. In addition, the 10 students whose baseline suggested a strong comprehension and computation will pass the word problem assessment with a score of 90% or higher. *The two students whose IEPs require extended time because of delayed fine motor skills will complete the assessment in 8 minutes (approx. 50% more time).	The revised targets explain how tiers were created and why particular cut scores were selected.

DRAFT

Sample 1: 3rd grade mathematics			
Main Criteria	**Element**	**Description**	
Essential Question: Based on what I know about my students, where do I expect them to be by the end of the interval of instruction and how will they demonstrate their knowledge/skills?			
Rigor of Target	**Rationale for Target(s)**	**DRAFT**	**EVALUATOR'S FEEDBACK**
		These targets are based on the average amount of improvement I have seen from similar groups of students in past years.	The rationale should provide at least a general explanation of why these scores were chosen as targets for each tier. What percentage or percentage range equates to proficiency on such an assessment or indicates that students are set up for success in the next grade level? Also, you will want to look for trends in students' incorrect answers: are they all in one family? All toward the end of the test? This will give you insight into whether they are struggling with memorization or speed of recall.
		REVISION	**HIGHLIGHTED CHANGES**
		These targets are based on the scores that the third grade team agreed represented basic proficiency on each assessment. We want all students to advance to grade 4 able to demonstrate fluency and accuracy with their multiplication and division facts (represented by a score of 75% on the timed assessment) and the ability to apply that knowledge to solve one and two-step word problems (represented by a score of 75% on the summative word problem assessment). However, we also want to make sure that we are challenging students to reach beyond basic proficiency, when appropriate. Therefore, we created a higher tier for students who distinguished themselves on the baseline assessments.	These targets include a minimal bar that all students are expected to reach before moving on to the next grade as well as a higher bar for those students who are well prepared and need to be challenged.

DRAFT

Sample 1: 3rd grade mathematics			
Main Criteria	**Element**	**Description**	
Essential Question: Based on what I know about my students, where do I expect them to be by the end of the interval of instruction and how will they demonstrate their knowledge/skills?			
Quality of Evidence	**Evidence Source(s)**	**DRAFT**	**EVALUATOR'S FEEDBACK**
		Multiplication and division math facts will be assessed using timed assessments that are part of our curriculum series. They include 100 problems and are typically completed in 5 minutes and 30 seconds.. They will be given monthly throughout the school year and weekly in the month of May. The average of the final three administrations will be used as the summative score for this SLO.	When you expand the Objective Statement, you will also want to include an additional evidence source that measures students' ability to apply their knowledge of multiplication and division to solve more complex problems. This does not need to be a new assessment, but it may involve using the data from an existing assessment in a new way.
		REVISION	**HIGHLIGHTED CHANGES**
		Evidence Source 1 (Multiplication & Division Facts) Multiplication and division math facts will be assessed using timed assessments that are part of our curriculum series. They include 100 math facts and are completed in 5 minutes and 30 seconds. They will be given monthly throughout the school year and weekly in the month of May. The average of the final three administrations will be used as the summative score. **Evidence Source 2 (Multiplication & Division Word Problems)** Students' ability to comprehend one and two-step word problems and accurately use the four operations to solve them will be assessed using an assessment that was developed by the third grade team during the assessment professional development series we participated in last year. The task was designed so that a score of 75% equated to basic proficiency. In addition to this formal task, we will use formative assessments and the regular unit assessments to monitor these skills throughout the year.	Taking the average of the final three administrations puts less weight on any single assessment and increases the reliability of the data. In addition, a second evidence source was added to address the application of the math facts. There is alignment between the scope of the Objective Statement and what is measured by the Evidence Sources.

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Sample 2: 8th grade Ancient Civilizations

Title – Writing in Response to Informational Text
Content Area – Ancient Civilizations
Grade Level – 8
Students – 102 students in my four sections of Gr. 8 Ancient Civilizations
Interval of Instruction – SY2013-14

Main Criteria	Element	Description	
Essential Question: What are the most important knowledge/skill(s) I want my students to attain by the end of the interval of instruction?			
Priority of Content	Objective Statement	**DRAFT**	**EVALUATOR'S FEEDBACK**
		Students will improve their ability to write in response to primary and secondary sources, using evidence from the text.	This focus seems appropriate, given the emphasis on informational text in CCSS and the value of "writing across the curriculum". The objective would be stronger if the focus was on writing an argument in response to an informational text, rather than just writing in general, as this type of writing tends to be more challenging for students and is a focus in the CCSS.
		REVISION	**HIGHLIGHTED CHANGES**
		Students will improve their ability to write an argument in response to primary and secondary sources, supported by evidence from the text.	The revised SLO focuses on using textual evidence from primary and secondary sources to support a written argument.
	Rationale	**DRAFT**	**EVALUATOR'S FEEDBACK**
		Analyzing and interpreting informational texts is a critical skill for social studies students to develop.	This is true, but your rationale should include at least a basic explanation of how these skills are important to the discipline. Is there anything more concrete that you can reference to bolster the argument that this is really an area of need? Your rationale alludes to both the curriculum and data, but doesn't go explicitly into either one.
		REVISION	**HIGHLIGHTED CHANGES**
		As we transition to the CCSS, our school is focused on reading informational text and argument writing, both of which have been identified as relative weaknesses in our district language arts data. These are robust skills that we will work on over the course of the year, regardless of the topic or time period of the particular unit. Furthermore, they are skills that will be expected of my students when they enter high school next year, both in the social studies classroom and beyond.	This rationale references local data that indicate this is an area of need and provides a bit more explanation about why this is an appropriate curricular focus.

DRAFT

Sample 2: 8th grade Ancient Civilizations			
Main Criteria	**Element**	**Description**	
Essential Question: What are the most important knowledge/skill(s) I want my students to attain by the end of the interval of instruction?			
Priority of Content	**Aligned Standards**	**DRAFT**	**EVALUATOR'S FEEDBACK**
		HP 1(7-8)-1: Students act as historians using a variety of tools (e.g., artifacts and primary and secondary sources) by asking and answering historical questions, evaluating sources of information, organizing the information, and evaluating information in terms of relevance and comprehensiveness. CCSS: RH6-8:1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. CCSS: RH6-8.2 Determine the central ideas or information of a primary and secondary source; provide an accurate summary of how key events or ideas develop of the course of the text. CCSS: RH6-8.9 Analyze the relationship between a primary and secondary source on the same topic. CCSS: W6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.	As your objective statement adjusts your standards here might need to expand slightly.
		REVISION	**HIGHLIGHTED CHANGES**
		HP 1(7-8)-1: Students act as historians using a variety of tools (e.g., artifacts and primary and secondary sources) by asking and answering historical questions, evaluating sources of information, organizing the information, and evaluating information in terms of relevance and comprehensiveness. CCSS: W.8.1 Write arguments to support claims with clear reasons and relevant evidence. CCSS: RH6-8:1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. CCSS: RH6-8.2 Determine the central ideas or information of a primary and secondary source; provide an accurate summary of how key events or ideas develop of the course of the text. CCSS: RH6-8.9 Analyze the relationship between a primary and secondary source on the same topic. CCSS: W6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.	The revised SLO includes a standard on writing arguments.

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Sample 2: 8th grade Ancient Civilizations			
Main Criteria	**Element**	**Description**	
Essential Question: Where are my students now (at the beginning of instruction) with respect to the objective?			
Priority of Content	**Baseline Data / Information**	**DRAFT**	**EVALUATOR'S FEEDBACK**
		During the second week of school, I administered a baseline assessment that asked students to read a short passage from a primary text and a short passage from a secondary text on the same topic and respond to it in writing.	Please include the aggregate results of your baseline assessment. What did you learn about your students? Is there alignment between the objective statement and the rubric so that there is alignment between what is being taught and what is being assessed?
		REVISION	**HIGHLIGHTED CHANGES**
		During one of our Department planning days prior to the first day of school, I met with the 7th grade teachers to review students' results from the end-of-year Common Task. Based on this data, I created two preliminary tiers: those who met or exceeded proficiency and those who did not meet proficiency. Then, during the second week of school, I administered a baseline assessment that asked students to read a short passage from a primary text and a short passage from a secondary text on the same topic and construct a short argument in writing, using evidence from both texts to support their claims. Arguments were scored using the district Argument Writing rubric, which was modified by the Social Studies Department to reflect the reading and writing skills required in our content area. Using the 7th grade version of the rubric, I determined that: 24 students are entering the course with below-average preparedness (a score of 1 or 2 on the rubric) 58 students are entering the course with average preparedness (a score of 3 or 4 on the rubric) 20 students are entering the course with above-average preparedness (a score of 5 or 6 on the rubric) On these rubrics, a score of 4 is considered "proficient".	The revised SLO now provides more information to explain how tiers were created and includes actual aggregate baseline data.

DRAFT

Sample 2: 8th grade Ancient Civilizations			
Main Criteria	**Element**	**Description**	
Essential Question: Based on what I know about my students, where do I expect them to be by the end of the interval of instruction and how will they demonstrate their knowledge/skills?			
Rigor of Target	**Target(s)**	**DRAFT**	**EVALUATOR'S FEEDBACK**
		70% of students will meet the standard (with a score of 4 or better) on the final primary and secondary source Common Task. 30% of students will approach the standard (with a score a 3 or better) on the final primary and secondary source Common Tasks.	It's good that the targets are tiered to reflect students' differing baselines but it is not clear what these two tiers are based on. In addition, is the rubric designed so that a score of 4 indicates proficiency? Does it allow for growth for students whose baseline data might be quite high or could there be a "ceiling effect"?
		REVISION	**HIGHLIGHTED CHANGES**
		The 24 students who entered the course with below-average preparedness will have an individual average score of 3 (considered Approaching Proficiency on the 8th grade rubric) on the Common Writing Task of the year (administered in late May) and the persuasive essay on the final exam. The 58 students who entered the course with average preparedness will have an individual average score of 4 (considered Proficiency on the 8th grade rubric on the Common Writing Task of the year (administered in late May) and the persuasive essay on the final exam. The 20 students who entered the course with above-average preparedness will have an individual average score of 5 (considered Exceeding Proficiency) on the Common Writing Task of the year (administered in late May) and the persuasive essay on the final exam.	This section now includes an explanation of why the particular scores were chosen (alignment to proficiency on the rubric).

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Sample 2: 8th grade Ancient Civilizations			
Main Criteria	**Element**	**Description**	
Essential Question: Based on what I know about my students, where do I expect them to be by the end of the interval of instruction and how will they demonstrate their knowledge/skills?			
Rigor of Target	**Rationale for Target(s)**	**DRAFT**	**EVALUATOR'S FEEDBACK**
		These targets reflect students' differing starting points, but it sets the expectation that the majority of students will reach proficiency by the end of the interval of instruction. Therefore, it is both rigorous and attainable.	This does not explain where the 70%/30% tiers came from or how it was determined that scores of 4 and 3 represent rigorous but attainable targets. It is difficult to ascertain the rigor without more information.
		REVISION	**HIGHLIGHTED CHANGES**
		These targets have been tiered to reflect students' differing levels of preparedness upon entering the course. Reaching these targets would mean that 76% of students will be entering the 9th grade proficient or above-proficient with regard to these skills. Additionally, the 24% of students who entered the course with below-average preparedness are expected to narrow the gap and demonstrate Level 3 writing, which is considered "approaching proficiency". If they maintain this trajectory, they should reach the proficient level on the rubric by the following year. The Social Studies Department created these rubrics to reflect high expectations for the use of primary and secondary sources. Additionally, the Common Tasks are based on rich but grade-level appropriate primary and secondary sources. Given that this will be a focus throughout the course and that we will be progress monitoring every 6 weeks, I feel confident that these targets are attainable.	This additional information helps the evaluator determine the rigor and appropriateness of these targets. The addition of language regarding primary and secondary sources addresses the evaluator's concerns that the rubric was not aligned to the objective statement/construct.

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Sample 2: 8th grade Ancient Civilizations			
Main Criteria	**Element**	**Description**	
Essential Question: Based on what I know about my students, where do I expect them to be by the end of the interval of instruction and how will they demonstrate their knowledge/skills?			
Quality of Evidence	**Evidence Source(s)**	**DRAFT**	**EVALUATOR'S FEEDBACK**
		In November, March, and June, students will write in response to paired sets of primary and secondary sources. These Common Tasks will be administered and scored by the classroom teacher and members of the Social Studies Department, using a school-wide writing rubric. The November and March pieces will be used to progress monitor and the June piece will be used as evidence for this SLO.	Using common prompts and a common rubric provides a good opportunity for calibration and/or collaborative scoring. Also, I would caution you against basing the entire SLO on one Common Task (June). We want to make sure students can consistently demonstrate this level of writing so you might consider giving a series of tasks at the end of the spring semester. Does the rubric include using evidence from primary and secondary sources? If it's a school-wide writing rubric, it may not but that is key in your objective statement.
		REVISION	**HIGHLIGHTED CHANGES**
		The primary and secondary sources used on the Common Writing Tasks have been selected by the Social Studies Department, in collaboration with the Grade 8 ELA teachers. These tasks will be given for progress monitoring purposes every 6 weeks from October through April. The summative assessment will be an average of the score on the Common Writing Task of the year (administered in late May) and the persuasive essay on the final exam. These two pieces of writing will be scored by either of the two Gr. 8 Social Studies teachers. In addition, the Chair of the Social Studies Department will double-score five pieces of writing from each classroom (selected at random).	The revised SLO will be measured by an average score across two writing pieces, rather than one. In addition, it also references collaborative scoring among the grade 8 Social Studies teachers and some double-scoring by the Department Chair.

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Sample 3: 9th and 10th grade Chorus			
Content Area – Music (Chorus) Grade Level – 9-10 Students – 67 students in two sections of chorus Interval of Instruction – Fall semester (to be repeated with a different group of students in the spring semester)			
Main Criteria	**Element**	**Description**	
Essential Question: What are the most important knowledge/skill(s) I want my students to attain by the end of the interval of instruction?			
Priority of Content	**Objective Statement**	**DRAFT**	**EVALUATOR'S FEEDBACK**
		Students will demonstrate basic proficiency with reading and writing standard musical notation, including note/rest values, pitch, tempo, meter, dynamic and articulation markings. In addition, students will know and use correct breathing techniques and posture when performing.	While this is important for students to be able to do, it is not measured in your evidence sources. It seems like it would be a better fit in your other SLO, which focuses more on students' vocal performance.
		REVISION	**HIGHLIGHTED CHANGES**
		Students will demonstrate basic proficiency with reading and writing standard musical notation, including note/rest values, pitch, tempo, meter, dynamic and articulation markings.	The objective statement focuses on writing and writing standard musical notation. The teacher has a second SLO for this course that focuses on performance.
	Rationale	**DRAFT**	**EVALUATOR'S FEEDBACK**
		The ability to read music is critical to success in chorus, band, and other musical pursuits as it enables students to expand their repertoire and perform effectively in a group. Additionally, the baseline assessments indicate that the majority of my students need to develop this skill set in order to reach their full potential as choral singers.	
		REVISION	**EVALUATOR'S FEEDBACK**
		The ability to read music is critical to success in chorus, band, and other musical pursuits as it enables students to expand their repertoire and perform effectively in a group. Additionally, the baseline assessments indicate that the majority of my students need to develop this skill set in order to reach their full potential as choral singers.	The rationale is grounded in both baseline data and the content of the course/subject area.

DRAFT

Sample 3: 9th and 10th grade Chorus			
Main Criteria	**Element**	**Description**	
Essential Question: What are the most important knowledge/skill(s) I want my students to attain by the end of the interval of instruction?			
Priority of Content	**Aligned Standards**	**DRAFT**	**EVALUATOR'S FEEDBACK**
		M1 (9-12) –1 **Students show evidence of music literacy (reading, writing, and understanding of the symbols of sound)** • reading an instrumental or vocal score of up to four staves • transcribing simple songs when presented aurally into melodic and rhythmic notation • accurately and expressively sight-reading music with minimal rhythmic, pitch, and dynamic errors at a grade span below full ensemble/class performance level (e.g., music that might be performed by middle school band/ensemble) **M 4 (9-12) –1** **Students analyze and describe music** • analyzing and describing the use of musical elements and expressive devices in familiar music (e.g., articulation, dynamic markings)	
		REVISION	**HIGHLIGHTED CHANGES**
		M1 (9-12) –1 **Students show evidence of music literacy (reading, writing, and understanding of the symbols of sound)** • reading an instrumental or vocal score of up to four staves • transcribing simple songs when presented aurally into melodic and rhythmic notation • accurately and expressively sight-reading music with minimal rhythmic, pitch, and dynamic errors at a grade span below full ensemble/class performance level (e.g., music that might be performed by middle school band/ensemble) **M 4 (9-12) –1** **Students analyze and describe music** • analyzing and describing the use of musical elements and expressive devices in familiar music (e.g., articulation, dynamic markings)	

DRAFT

Sample 3: 9th and 10th grade Chorus			
Main Criteria	**Element**	**Description**	
Essential Question: Where are my students now (at the beginning of instruction) with respect to the objective?			
Priority of Content	**Baseline Data / Information**	**DRAFT**	**EVALUATOR'S FEEDBACK**
		During the second week of classes, I administered a series of short baseline assessments (Do Nows, in-class activities) to get a sense for students' abilities to read music (identify basic symbols of musical notation, read music and either hum the melody or clap out the beat) and transcribe simple songs (notes, rests, etc.). For each assessment, I scored students on a 3-point scale (1-weak, 2-average, 3-strong). For reading music, I had 38 students who were weak, 18 students who were average, and 11 students who were strong. For transcribing, I had 49 students who were weak, 15 students who were average, and 3 students who were strong.	This is a clear way of organizing the data so you can make sense of it and use it to identify both trends and individual student needs.
		REVISION	**HIGHLIGHTED CHANGES**
		During the second week of classes, I administered a series of short baseline assessments (Do Nows, in-class activities) to get a sense for students' abilities to read music (identify basic symbols of musical notation, read music and either hum the melody or clap out the beat) and transcribe simple songs (notes, rests, etc.). For each assessment, I scored students on a 3-point scale (1-weak, 2-average, 3-strong). For reading music, I had 38 students who were weak, 18 students who were average, and 11 students who were strong. For transcribing, I had 49 students who were weak, 15 students who were average, and 3 students who were strong.	Baseline data is separated into reading/producing and listening/transcribing music so that the teacher can see individual and group strengths and weaknesses.

DRAFT

Sample 3: 9th and 10th grade Chorus			
Main Criteria	**Element**	**Description**	
Essential Question: Based on what I know about my students, where do I expect them to be by the end of the interval of instruction and how will they demonstrate their knowledge/skills?			
Rigor of Target	**Target(s)**	**DRAFT**	**EVALUATOR'S FEEDBACK**
		I expect all students to make progress in both reading and transcribing music this semester. **Reading:** • The 38 students who scored a 1 on the baseline will score at least a 2 on the summative assessment. • The 18 students who scored a 2 on the baseline will score a 3 on the summative assessment. • The 11 students who scored a 3 on the baseline will score a 3 on the summative assessment. **Transcribing:** • The 49 students who scored a 1 on the baseline will score at least a 2 on the summative assessment. • The 15 students who scored a 2 on the baseline will score a 3 on the summative assessment. • The 3 students who scored a 3 on the baseline will score a 3 on the summative assessment.	Even though it's a smaller group, I would like to see all students making progress. Perhaps you can offer them more difficult pieces of music so that they can deepen their skills?
		REVISION	**HIGHLIGHTED CHANGES**
		I expect all students to make progress in both reading and transcribing music this semester. **Reading:** • The 38 students who scored a 1 on the baseline will score at least a 2 on the summative assessment. • The 18 students who scored a 2 on the baseline will score a 3 on the summative assessment. • The 11 students who scored a 3 on the baseline will score a 3 on the summative assessment, which will be based on more challenging pieces of music. **Transcribing:** • The 49 students who scored a 1 on the baseline will score at least a 2 on the summative assessment. • The 15 students who scored a 2 on the baseline will score a 3 on the summative assessment. • The 3 students who scored a 3 on the baseline will score a 3 on the summative assessment, which will be based on more challenging pieces of music.	The targets are tiered so that all students are challenged to improve in both skill sets.

DRAFT

Sample 3: 9th and 10th grade Chorus			
Main Criteria	**Element**	**Description**	
Essential Question: Based on what I know about my students, where do I expect them to be by the end of the interval of instruction and how will they demonstrate their knowledge/skills?			
Rigor of Target	**Rationale for Target(s)**	**DRAFT**	**EVALUATOR'S FEEDBACK**
		Given that it is a semester-long course and I only see students two to three times per week (every other day), I believe these targets represent rigorous expectations.	This may be true but you have not explained how you know (or I should know) that these targets are rigorous. I agree that the expected progress should be tempered by the fact that you do not work with these students every day. However, if you are transparent about your goals for students (and share the criteria for reaching the next level of attainment on each standard), I believe they are attainable.
		REVISION	**HIGHLIGHTED CHANGES**
		These targets are tiered so that all students are expected to make appropriate progress over the course of the semester. Given the length of the course and the fact that I only see students two to three times per week (every other day), I believe these targets represent rigorous expectations. Meeting them would mean that all students are leaving this course with at least an average ability to read standard musical notation and to transcribe music into standard musical notation. Additionally, about a third of the class will leave the course with strong skills in these areas.	The revised rationale takes into account the length of the interval of instruction but also explains why the targets represent rigor across the various tiers.
Quality of Evidence	**Evidence**	**DRAFT**	**EVALUATOR'S FEEDBACK**
		• Evidence source 1: A portion of the final exam will require students to listen to a short piece of music and transcribe it into basic musical notation. • Evidence source 2: During the last week of classes, I will pull students for a short assessment of their ability to produce the melody and/or beat of a piece of sheet music.	I appreciate that both your baseline assessments and your summative assessments include opportunities to assess students' ability to produce music that they read and transcribe music that they hear.
		REVISION	**HIGHLIGHTED CHANGES**

DRAFT

	Source(s)	• Evidence source 1: A portion of the final exam will require students to listen to a short piece of music and transcribe it into basic musical notation. • Evidence source 2: During the last week of classes, I will pull students for a short assessment of their ability to produce the melody and/or beat of a piece of sheet music. • Both pieces of evidence will be scored on the 3-point scale used on the baseline. Each of these conjunctive evidence sources is weighted equally.	There is alignment between the baseline assessments and the summative assessments. Additionally, the two types of assessment align with the standards addressed by the SLO.

DRAFT

Appendix C- Approval Checklist (Ohio)

Student Learning Objective (SLO) Template Checklist Example

This checklist should be used for both writing and approving SLOs. It should be made available to both teachers and evaluators for these purposes. For an SLO to be formally approved, ALL criteria must be met, and every box below will need a check mark completed by an SLO evaluator.

Baseline and Trend Data	Student Population	Interval of Instruction	Standards and Content	Assessment(s)	Growth Target(s)	Rationale for Growth Target(s)
What information is being used to inform the creation of the SLO and establish the amount of growth that should take place within the time period?	*Which students will be included in this SLO? Include course, grade level, and number of students.*	*What is the duration of the course that the SLO will cover? Include beginning and end dates.*	*To what related standards is the SLO aligned?*	*What assessment(s) will be used to measure student growth for this SLO?*	*Considering all available data and content requirements, what growth target(s) can students be expected to reach?*	*What is your rationale for setting the target(s) for student growth within the interval of instruction?*
☐ Identifies sources of information about students (e.g., test scores from prior years, results of preassessments) ☐ Draws upon trend data, if available ☐ Summarizes the teacher's analysis of the baseline data by identifying student strengths and weaknesses	☐ Identifies the class or subgroup of students covered by the SLO ☐ Describes the student population and considers any contextual factors that may impact student growth ☐ If subgroups are excluded, explains which students, why they are excluded and if they are covered in another SLO	☐ Matches the length of the course (e.g., quarter, semester, year)	☐ Specifies how the SLO will address applicable standards from the highest ranking of the following: (1) Ohio's Learning Standards or (2) national standards put forth by education organizations ☐ Represents the big ideas or domains of the content taught during the interval of instruction ☐ Identifies core knowledge and skills students are expected to attain as required by the applicable standards (if the SLO is targeted)	☐ Identifies assessments that have been reviewed by content experts to effectively measure course content and reliably measure student learning as intended ☐ Selects measures with sufficient "stretch" so that all students may demonstrate learning, or identifies supplemental assessments to cover all ability levels in the course ☐ Provides a plan for combining assessments if multiple summative assessments are used ☐ Follows the guidelines for appropriate assessments	☐ All students in the class have a growth target in at least one SLO ☐ Uses baseline or pretest data to determine appropriate growth ☐ Sets developmentally appropriate targets ☐ Creates tiered targets when appropriate so that all students may demonstrate growth ☐ Sets ambitious yet attainable targets	☐ Demonstrates teacher knowledge of students and content ☐ Explains why target is appropriate for the population ☐ Addresses observed student needs ☐ Uses data to identify student needs and determine appropriate growth targets ☐ Explains how targets align with broader school and district goals ☐ Sets rigorous expectations for students and teacher(s)

Source:http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Foreign-Language/SLO-Guidance-for-World-Language-Educators/080612_2497_SLO_Checklist_7_24_12-1-pdf.pdf.aspx

REL WEST | WestEd

memorandum

Date: August 2014

To: Ginger Adams Simon, Director of Professional Capital, CORE

From: REL West Reference Desk Team

Re: Summary of research on Student Learning Objectives and student achievement

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Request: Could you provide research that explores the association between Student Learning Objectives (SLOs) and student achievement?

Response:

Background

Researchers from the Center for Assessment define SLOs as "content--- and grade/course---specific measurable learning objectives that can be used to document student learning over a defined period of time" (Marion, DePascale et al., 2012). While SLOs originated as a feature of performance---based compensation, they are now being adapted for use in annual teacher performance reviews (Community Training and Assistance Center, 2013). Clear and measureable student learning objectives developed and assessed by teachers at the individual student or classroom level can be a component of a comprehensive teacher evaluation system. SLOs may be based on state or national standards or teacher or district established goals. Progress toward meeting SLOs may be evaluated through a variety of measures, including externally or district---developed tests or other school---based tests and classroom assessments. SLOs may or may not involve student growth models, such as value---added models or student growth percentiles (Morgan & Lacireno---Paquet, 2013).

Because SLOs are relatively new within the context of teacher evaluation, the availability of research is limited, but we have included several references below. We have not evaluated the methodological rigor of these resources, but provide them for your information only.

References

Community Training and Assistance Center. (2013). *It's more than the money: Teacher incentive fund-leadership for educators' advanced performance, Charlotte-Mecklenburg Schools.*
Boston: Author. Retrieved on August 13, 2014, from http://ctacusa.com/wp-content/uploads/2013/11/MoreThanMoney.pdf

Excerpt: Teacher Incentive Fund–Leadership for Educators' Advanced Performance (TIF---LEAP), a multi---year performance---based compensation initiative in Charlotte---Mecklenburg Schools (CMS), focused on improving teaching and learning in a select group of high need schools ... The TIF---LEAP initiative introduced two approaches to performance---based compensation—Student Learning Objectives (SLOs) and a value---added measure (VAM)—into a total of twenty schools over the course of implementation. The initiative established a structure through which teachers and principals earned bonuses for demonstrated increases in student academic growth ... *It's More Than Money* is the evaluation of the initiative, based on five years of observations, annual stakeholder surveys and interviews, and analyses of SLO artifacts and student achievement results. ... The district began implementing Student Learning Objectives in year two of the initiative as an approach to measuring the connection between teacher performance and student achievement. Specifically, SLOs were implemented in the first ten schools in 2008–09 and in ten additional schools which joined the initiative in 2009–10. Nearly 4,000 teacher---developed SLOs were evaluated for this study, using CTAC's four---level rubric that examined content, expectations, completeness, and coherence. The study also examined (1) whether or not the growth targets set by teachers for their SLOs were attained (met or not met) and a bonus collected, and (2) the relationship between the quality of each SLO and the attainment of the growth target. The analysis showed:

- The overall relationship between the quality of SLOs and their attainment is positive. Year---by---year findings vary with the highest correlation found in 2009–10. The relationship between the quality of an SLO and its attainment (meeting or exceeding the growth target set by the teacher) is statistically significant. It shows that the higher the quality of the SLO, the greater the likelihood it will be attained. Further, the number of years a teacher participates in SLO implementation matters.
- Teachers in the initiative for three years of SLO implementation develop higher quality SLOs and have greater success in attaining their SLOs. The relationships between the quality of an SLO and its attainment to the teacher's length of time in the initiative are statistically significant.

Marion, S., DePascale, C., Domaleski, C., Gong, B., & Diaz---Biello, E. (2012). *Considerations for analyzing educators' contributions to student learning in non---tested subjects and grades with a focus on Student Learning Objectives.* Dover, NH: Center for Assessment. Retrieved on August 14, 2014, from http://www.nciea.org/publication_PDFs/Measurement%20Considerations%20for%20NTSG_052212.pdf

Excerpt: Understanding the distinction between embedding growth within the development of the SLO and attempting to measure student growth through the SLO process is critical to the design of appropriate measures to evaluate SLO and ultimately to the feasibility and success of the SLO approach. However, even understanding this distinction may not be sufficient to overcome the current euphoria over

DRAFT

growth as the panacea for student, school, and teacher accountability. Some may simply be tempted to measure growth through the SLO process to be consistent with measures being employed with the large---scale state assessment. This brief is designed to strongly recommend that for educators in most subjects and grades, growth---based measures should be avoided as a means of evaluating SLO. This is particularly true for subjects and grades in which there is not a standardized, large---scale district or state assessment. The reasons for this recommendation are as follows:

- Technical capacity. Measuring student growth is more complex than it appears. Most districts lack the capacity to use anything more than the simplest means of calculating growth, such as gain scores, and such approaches may be very unfair in accountability systems because schools or teachers may be held to very different standards.
- Low quality assessments. There is a lack of assessments of even reasonable quality in st NTSG. This will lead to the temptation to simply use commercial products even if they are not appropriate for the specific objective (or course).
- Weak approaches to measure growth in the SLO context. Most attempts to measure student growth will inevitably come to rely on either sophisticated growth measures (e.g., VAM) or the apparent simplicity of a pretest---posttest design.
    - As stated above, most districts lack the capacity and size to implement sophisticated growth measures. Even in cases where those sophisticated measures can be employed, however, the reliability of those approaches at the teacher level appears to be quite low based on initial research.
    - A pretest---posttest design (within the same course) has been proposed in many cases and there are many well--- documented challenges to such designs, including corruptibility, lack of clear conceptualization about the nature of the pretest, weak analytic approaches (especially gain scores), and treated non---equated tests as if they shared the same score scale.

Prior to elaborating on each of these recommendations grouped into two major topics— design/technical issues and assessment quality—it is important to clarify a few points first. The recommendations in this paper apply to most approaches for measuring "growth" in an SLO context, whether referring to a simple gain score approach where the difference between two scores is used as the accountability score or more sophisticated statistical approaches. In contrast, "status" approaches evaluate the extent to which students achieved a specific score/level on a particular assessment. In an SLO framework, the evaluation of achievement may be conditioned (i.e., adjusted) on some rough starting points for the students. This is a recommended approach for analyzing SLOs that is discussed in the last section of this paper. We argue that this might be as close to "growth" as we can get when using SLOs. To be fair, many of these concerns are not eliminated—particularly assessment quality—when using status---based approaches, but relying on growth measures to document student performance compounds these concerns.

Morgan, C., & Lacireno---Paquet, N. (2013). *Overview of Student Learning Objectives (SLOs): Review of the literature*. Waltham, MA: REL Northeast and Islands. Retrieved on August 13, 2014, from http://scee.groupsite.com/uploads/files/x/000/090/e3d/Lit%20Review%20on%20SLOs.pdf?1362770264

Excerpt: This document provides a brief review of the local context and the existing literature on SLOs. There is little published about SLOs to date, but in the sections below, we present SLOs in the local context, an overview of the SLO concept, and examples of SLOs in use.

Schmitt, L., & Ibanez, N. (n.d.). *AISD REACH program update: 2009–2010 Texas Assessment of Knowledge and Skills (TAKS) results and student learning objectives (SLOs)* (Department of Program Evaluation Publication 09.83 RB). Austin, TX: Austin Independent

DRAFT

School District. Retrieved on August 13, 2014, from http://www.austinisd.org/sites/default/files/dre---reports/rb/09.83_RB_AISD_REACH_Program_Update_2009---2010_Texas_Assessment_of_Knowledge_and_Skills_TAKS_Results_and_Student_Learning_Objectives_SLOs.pdf

Excerpt: Because SLOs are designed to target TEKS, TAKS data were used to quantify the effects of SLOs in mathematics (math), reading, and science across Reach elementary, middle, and high schools. Each teacher's net growth was measured as the percentage of students in a classroom who performed above predicted on TAKS minus the percentage of students who performed below predicted. We examined TAKS net growth in all three subject areas across all levels for all Reach teachers and all comparison teachers. This same analysis then was performed for novice teachers only. We also compared TAKS net growth in the three subject areas across all levels for four groups:

- Reach teachers who set but did not meet SLOs in the subject,
- Reach teachers who met at least one SLO in the subject,
- Reach teachers who did not set an SLO in that subject, and
- teachers at comparison schools.

This analysis also was performed for novice teachers. Finally, we investigated the correlation between teachers' participation in SLO training and their students' TAKS growth … Inconsistent results presented in the sections that follow suggest the program has not influenced TAKS performance at a schoolwide level in the intended manner. Although Reach teachers demonstrated greater net growth in some instances (e.g., elementary science), comparison teachers also demonstrated greater net growth in some instances (e.g., high school science). Additionally, when examining the student growth of the "best" Reach teachers against that of all teachers at comparison schools, results were mixed. Reach teachers who met at least one SLO performed similarly to comparison teachers overall, with some favorable results at middle school and some unfavorable results at high school. However, Reach novice teachers who met at least one SLO out---performed their peers at comparison schools in about half of the instances that were examined. Results were more favorable when examining student growth of teachers within Reach. Comparisons between Reach teachers who met at least one SLO and their peers who did not meet SLOs suggest that those who met SLOs were indeed more likely to demonstrate greater student growth on TAKS than were those who did not. Thus, SLO performance did generally reflect performance on TAKS, particularly in math. The following sections describe the details of analyses that examined three key questions:

1. Was Reach teachers' net TAKS growth better than that of comparison teachers?
2. Did setting and/or meeting SLOs correspond to better TAKS growth?
3. Did teachers' participation in SLO training relate to their students' TAKS scores?

Schmitt, L. (2012). *AISD REACH program update, 2010---2011: Texas Assessment of Knowledge and Skills Growth and Student Learning Objectives* (DPE Publication #10.84). Austin, TX: Austin Independent School District. Retrieved on August 13, 2014, from http://www.austinisd.org/sites/default/files/dre---reports/rb/10.84_AISD_Reach_TAKS_and_SLOs_2010---2011.pdf

Excerpt: The 2010–2011 school year marked both the conclusion of the original 4---year pilot strategic compensation program and the beginning of an enhanced AISD Reach strategic compensation program, which continues to expand. The program is designed to enhance student achievement by rewarding educators and principals for success in the classroom and providing support for their professional growth. To assist teachers in focusing on a particular area of student need, teachers are trained in the development and implementation of Student Learning Objectives (SLOs). The following sections describe analyses conducted to examine the influence of SLOs with regard to

DRAFT

student growth … High school teachers were less likely than were those at other levels to meet SLOs in 2010–2011. High school teachers who met SLOs had more positive attitudes toward the program than did those who did not meet SLOs. Although some evidence suggested that students of teachers who meet individual SLOs outperform students of teachers who do not meet their individual SLOs, results were inconsistent. Results also were inconsistent regarding the overall influence of SLOs on student growth at Reach and at similar comparison schools. Though results for team SLOs were mixed, secondary teachers who met team SLOs outperformed teachers at comparison schools and teachers who did not meet team SLOs.

Schmitt, L., Lamb, L., Cornetto, K., & Courtemanche, M. (2013). *AISD REACH program update, 2012---2013: Student learning objectives (SLOs)* (Department of Program Evaluation Publication 12.83 RB). Austin, TX: Austin Independent School District. Retrieved on August 13, 2014, from http://www.austinisd.org/sites/default/files/dre---reports/DRE_12.83_AISD_REACH_Program_Update_2012_2013_Student_Learning_Objectives.pdf

Summary: During the 2012–2013 school year, 2,064 educators at 38 AISD REACH schools wrote a total of 4,128 student learning objectives (SLOs) to address the needs of the students they served. Overall, 87% of educators earned a stipend for meeting at least one of their two SLOs. The percentage of teachers who met SLOs ranged from 53% to 100% across participating schools, and there were some differences in the percentages of SLOs met by various staff groups. For example, librarians and secondary core area teachers met fewer SLOs than did their peers. Teachers' attitudes toward SLOs remained stable since 2009–2010; about two---thirds of teachers agreed or strongly agreed that using SLOs has improved their teaching. However, teachers working at schools that have been in the program longer expressed slightly more favorable attitudes toward the program than did those at school that had only recently joined REACH. Although SLO performance (i.e., whether teachers met 0, 1, or 2 SLOs) was unrelated to teachers' reported data use, reflective teaching, or professional learning community activities, data suggested REACH teachers may have engaged in more data use than did their peers at similar non---REACH schools. Some evidence indicated a relationship between SLOs and student achievement. Although longitudinal analyses were hindered by the change in 2012 from the Texas Assessment of Knowledge and Skills (TAKS) to the State of Texas Assessments of Academic Readiness (STAAR), REACH schools from the first two program cohorts (i.e., those with at least three years of program implementation and TAKS data) showed greater improvement in passing rates on the Texas Assessment of Knowledge and Skills (TAKS) over time than did similar non---REACH schools, and REACH schools from the first three program cohorts (i.e., those with at least three years of program implementation and matched comparison schools) outperformed their comparison schools on passing rates for all STAAR tests taken in 2013 in 8 of 13 instances. Within REACH, the school---wide percentage of teachers from subjects and grade levels tested by the STAAR who met team SLOs was related to school---wide performance on the STAAR. Additionally, although the ability to examine student performance in relation to the specific areas their teachers targeted for SLOs was limited, results suggested fourth---grade students improved significantly on STAAR from Spring 2012 to Spring 2013 in the area of Numbers, Operations, and Quantitative Reasoning when their teachers had targeted that area. Improved SLO data collection processes will provide better opportunities to examine the influence of SLOs with more granularity in the future.

DRAFT

METHODS

Keywords and Search Strings Used in the Search

"Student Learning Objectives" AND research; "Student Learning Objectives" AND achievem Learning Objectives" AND "student outcomes"; "Student Learning Objectives" AND perform Learning Objectives" AND (student) growth

Search of Databases

EBSCO Host, Google, Google Scholar

Criteria for Inclusion

When REL West staff review resources, they consider—among other things—four factors

- **Date of the Publication:** The most current information is includ of nationally known seminal resources.
- **Source and Funder of the Report/Study/Brief/Article:** Priori nationally funded, and certain other vetted sources known for st research protocols.
- **Methodology:** Sources include randomized controlled trial studi e assessments, literature reviews, and policy briefs. Priority for inclu given to randomized controlled trial study findings, but the reader s the following factors when basing decisions on these resources: nu m participants (Just a few? Thousands?); selection (Did the participant the study or were they chosen?); representation (Were findings gen homogeneous or a diverse pool of participants? Was the study sam of the population as a whole?).
- **Existing Knowledge Base:** Although we strive to include vetted times when the research base is limited or nonexistent. In these included the best resources we could find, which may include new interviews with content specialists, organization websites, and ot

DRAF

This memorandum is one in a series of quick---turnaround responses to specific questions posed by educators and policymakers in the Western region (Arizona, California, Nevada, Utah), which is served by the Regional Educational Laboratory West (REL West) at WestEd. This memorandum was prepared by REL West under a contract with the U.S. Department of Education's Institute of Education Sciences (IES), Contract ED---IES---12---C--- 0002, administered by WestEd. Its content does not necessarily reflect the views or policies of IES or the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.

PARAMETERS AND GUIDANCE FOR SCORING AND RATING TEACHER AND LEADER EVALUATIONS

PRINCIPLE 3

In accordance with CORE's ESEA Flexibility Waiver, all participating districts will develop Educator Evaluation System (EES) designs for teachers and leaders that achieve the following:

1. Ensure continual improvement of instruction;
2. Differentiate the performance of teachers and principals using at least three performance levels;
3. Use multiple valid measures to determine performance levels including, as a significant factor student growth for all students and other professional practices;
4. Evaluate teacher and principals on a regular basis;
5. Provide clear and timely and useful feedback to guide professional development;
6. Use evaluation to inform personnel decisions.

While all districts are committed to evaluation designs that account for these aspects, variation in how evaluation systems and cycles are designed is expected given the diversity of needs and local context across the CORE collaborative. This variation, however, will occur within some common **General Design Parameters** provided herein. The extent to which a district has successfully aligned their evaluation designs to these parameters and utilized the guidance provided, will be determined in the annual self- and peer review process

GENERAL DESIGN PARAMETERS

Following the guidelines developed in accordance with Principle 3 of CORE's ESEA Flexibility Waiver (CORE Waiver), Participating LEAs have designed, or are designing, evaluation systems for teachers and leaders that consist of two organizing components: 1) Professional Practice and 2) Learning Impact. Professional Practice refers to those aspects of the profession that districts have determined are most essential for promoting effective instruction and outcomes for students, and are in alignment with the *CORE Common Effectiveness Priorities, Actions and Indicators* developed collaboratively in 2013.

Learning Impact refers to multiple measures of student growth and learning. For the purposes of the CORE Waiver, Learning Impact measures will include (but are not limited to):

- CORE Growth Model results at the building level (for Principals)
- CORE Growth Model results at the classroom level (where available)
- SLOs or an approved alternative for teachers of non-tested grades and subjects and others as determined by the district (See CORE SLO Guidance Document for further details)

Two options for utilizing these components to account for student growth are available to districts, but each will require that the district develop business rules to govern the specific scoring and responses in fair and comparable ways across all buildings in the district (see Option 1 and Option 2 below).

CORE GROWTH MODEL TIMING

In 2014-2015, all California LEAs began administering the SBAC assessments to students in grades 3-8 in English Language Arts (ELA) and Math. Districts received their first set of results in summer/fall 2015. In accordance with the waiver, districts will be required to pilot the use of measures of learning impact as part of evaluations in 2015-2016. Since an SBAC growth measure (requiring 2 years of data) will not yet be available districts will be required to incorporate student outcome measures other than SBAC Growth scores for tested grades and subjects as evidence of learning impact. Such measures may include (but are not limited to):

- 2014 SBAC
- District interim and/or benchmark assessments
- Industry/subject-specific assessments

In non-tested grades and subjects, districts will be piloting the use of Student Learning Objectives (SLOs) or an approved alternative.

In 2016-2017 districts will fully implement new evaluation systems incorporating SBAC Growth scores through use of the CORE Growth Model or an approved alternative. Districts may continue to incorporate other studen outcome measures as well.

In non-tested grades and subjects, districts will fully implement the use of SLOs or an approved alternative.

In 2017-2018, the peer review cycle will determine the successful implementation of all Districts' evaluation systems.

Below is a short description of the design options and guidance for creating business rules.

Option 1 – Learning Impact Model

In the Learning Impact Model, the two elements of the EES (*Professional Practice* and *Impact on Studer Learning*) work as counter-balancing elements within a LEAs evaluation rating system. If these two parts ar equally high or low, the actions to be taken may be relatively uncomplicated to determine. If, however, on part is significantly higher or lower than the other, this will prompt a conversation between the educator an his/her supervisor regarding appropriate supports, interventions or further investigation as determined locally.

The figure below illustrates how the two elements of the EES may interact to prompt a specific response i certain situations when four levels exist for Professional Practice and three for Learning Impact. For example if a teacher receives an "Exemplary" rating in *Professional Practice* but his/her Growth Measure is "Low, he/she may be required to engage in additional professional growth planning but could not be awarded a exemplary summative rating (where summative ratings apply). But what conclusions can be drawn from suc a result? What additional evidence is needed to better understand this teacher or leader's performance an provide appropriate supports? Conversely, how might a supervisor or evaluator respond when the growt measure is higher than the *Professional Practice* measure? Ultimately, one rating cannot override another but an agreement must be made as to an appropriate result, outcome and/or summative rating. Districts mus be prepared for the various responses and steps that might be necessary in all scenarios. Setting busines rules in advance, will help ensure comparability and equity in the process.

Professional Practice Summative Performance Rating	*Exemplary*	Exemplary, Low**	Exemplary, Moderate	Exemplary, High
	Proficient	Proficient, Low*	Proficient, Moderate	Proficient, High*
	Needs Improvement	Needs Improvement, Low	Needs Improvement, Moderate*	Needs Improvement, High*
	Unsatisfactory	Unsatisfactory, Low	Unsatisfactory, Moderate*	Unsatisfactory, High**
		Low	*Moderate*	*High*
		Student Impact Rating		

* Depending on the local business rules created, this result would prompt further conversation or data collection prior to determining further action or a summative rating. ** No teacher or leader receiving a low impact rating can receive an exemplary overall rating. Similarly, no one receiving an unsatisfactory professional practice rating can be promoted to an exemplary overall rating due to a high student impact rating.

Guidance for Business Rules

The Learning Impact model offers an approach that allows for some professional judgment to be used i weighting results when there is a discrepancy between measures. It offers a profile or matrix view of a educator's performance that can catalyze important conversations about professional practice and studen outcomes. For that reason, however, certain assurances must be made in order to protect the integrity of th process and avoid bias:

1. Scoring of each measure within Professional Practice and Learning Impact must be conducted i consistent, comparable and transparent ways across the district. Methods for ensuring the quality an

consistency of scoring include (but are not limited to) the use of rubrics, a weighting system, or scal scores with benchmarks or percentage approach.

2. Thresholds that differentiate the 3 or 4 performance levels must be made transparent for each of th measures being scored. Methods for ensuring this include (but are not limited to) creating a 20-point scal and dividing levels evenly within 4 ranges. See example below (Figure 1) from New York for an illustratio of scale score of attainment translated into performance levels.
3. When implementing an evaluation cycle that is both formative and summative in nature, districts will nee to develop consistent policy for how and when action is taken. See example below from Massachusett (Figure 2).
4. When discrepancies occur between the Professional Practice and Learning Impact results, specifi policies must be established and applied in response to the discrepancy. The rules should address th following:
    a. Is the rating deemed accurate by both the evaluator and evaluatee?
    b. If yes, is an intervention or professional development plan in order?
    c. If no, how will the accuracy of the rating be appealed?
    d. What steps will be taken? Will additional data or measures be collected?
    e. Will tenured teachers be treated the same way as non-tenured teachers?
    f. How will personnel decisions be impacted?
5. The district should put in place a procedure for documenting all discrepancies and their outcomes an analyze these data annually to determine needed adjustments or training.
6. Evaluators should be carefully and regularly trained or calibrated to help ensure comparability across th district.
7. Due to the cyclical nature of state and local assessments and timing of analysis of results, districts ma examine different learning impact measures at different points in an evaluation cycle to inform bot planning goals and summative evaluation results for an educator.
8. Districts should examine trends and patterns of student outcome data over time to help inform bot formative and summative conversations about performance. Districts will create local business rules t address actions to be taken when low growth trends persist over two or more evaluation cycles. At minimum, however, districts agree to employ interventions such as improvement plans and promotio freezes in such cases.

Benchmark Scoring Approach: Example From New York

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100 %	91-94 %	85-90 %	84 %	83 %	82 %	81 %	80 %	78-79 %	76-77 %	74-75 %	70-73 %	64-69 %	57-63 %	50-56 %	43-49 %	37-42 %	30-36 %	21-29 %	11-20 %	0-10 %

Source: New York State Education Department, 2013, p. 25

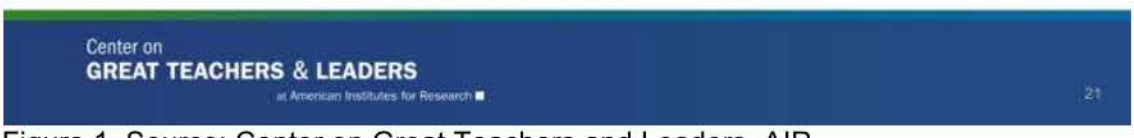

Figure 1. Source: Center on Great Teachers and Leaders, AIR

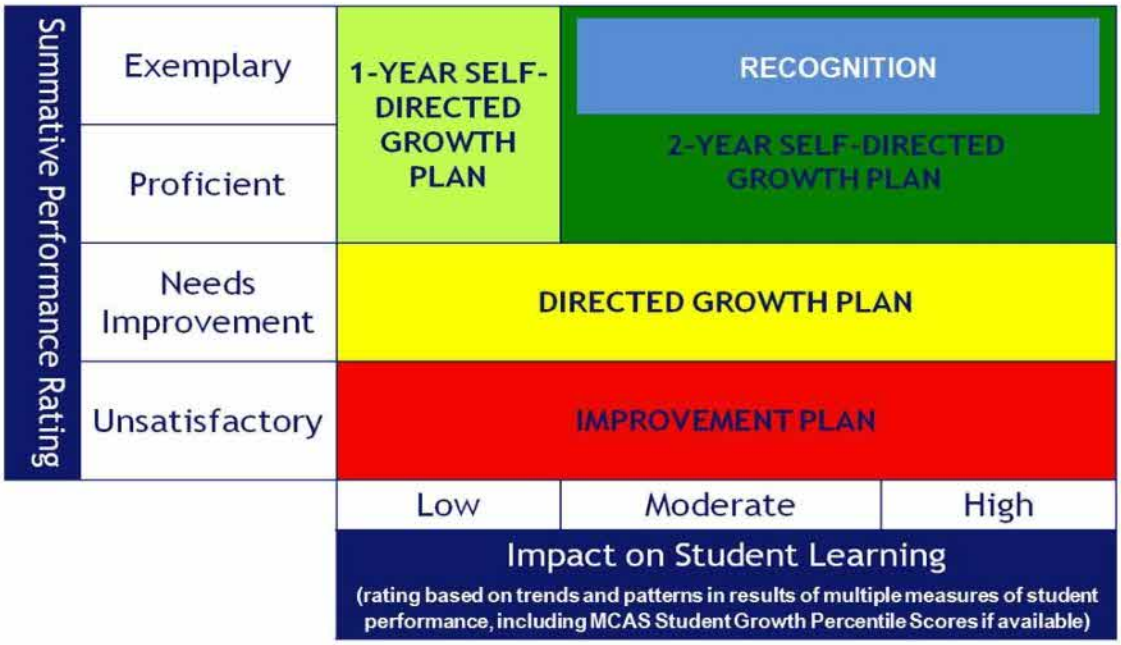

Figure 2. (Source: Massachusetts Department of Education)

Option 2 – Weighted Approach

In Option 2, districts may choose to set a predetermined weight to learning impact measures of 20% or mor for the *Impact on Student Learning* portion of the evaluation. For example, an LEA may propose a model tha weights *Impact on Student Learning* scores at 25% of the overall rating for teacher or principal evaluations with *Professional Practice* measures comprising the other 75%. See two examples below. The first (Figure 3 shows a scenario of how each measure might be weighted. Figure 4 illustrates those weights translated int summative scores and 4 performance levels.

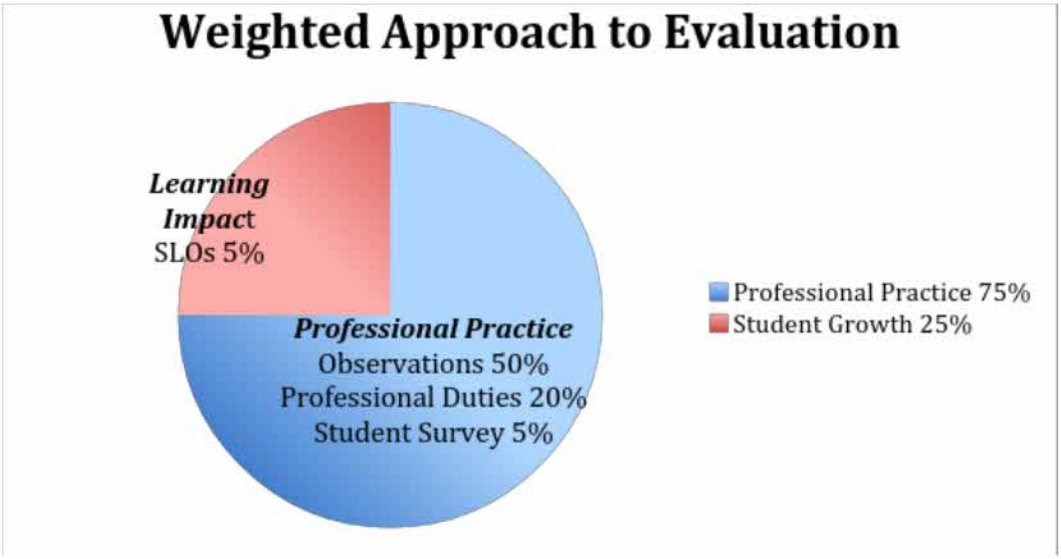

Figure 3.

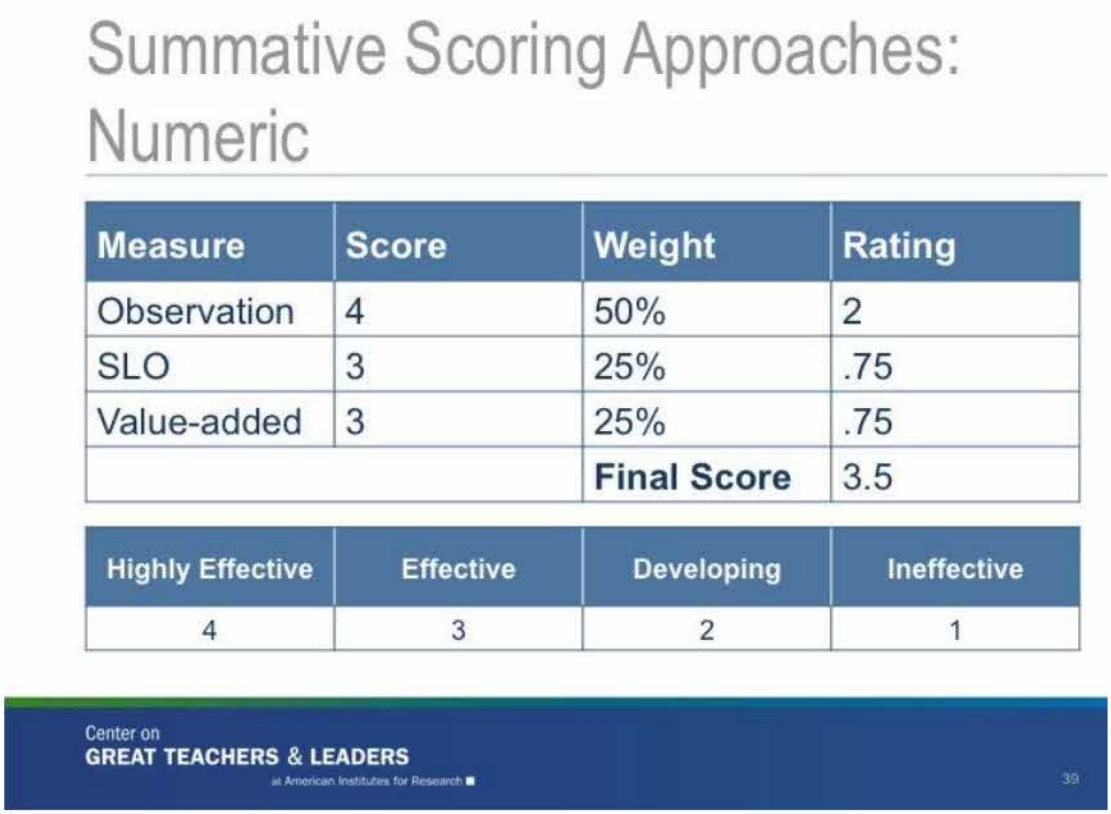

Figure 4. Source: Center on Great Teachers and Leaders, AIR

Guidance for Business Rules

In this approach, summative rating outcomes are calculated in a strictly numeric way, requiring more calculation on the part of evaluators, but less training or professional judgment. Regardless, however, care must be taken to ensure that the measures are being scored and calculated in fair and transparent ways.

1. Scoring of each measure within Professional Practice and Learning Impact must be conducted in comparable and transparent ways across the district. Methods for ensuring the quality and consistency of scoring include (but are not limited to) the use of rubrics, a weighting system, or scale scores with benchmarks or percentage approach.
2. Thresholds that differentiate the 3 or 4 performance levels must be made transparent for each of the measures being scored. Methods for ensuring this include (but are not limited to) creating a 20-point scale and dividing levels evenly within 4 ranges.
3. Once performance levels have been calculated and confirmed on both the professional practice and learning impact side, districts must develop consistent policy for how each potential outcome will be treated.
4. Due to the cyclical nature of state and local assessments and timing of analysis of results, districts may examine different learning impact measures at different points in an evaluation cycle to inform both planning goals and summative evaluation results for an educator.
5. Districts should examine trends and patterns of student outcome data over time to help inform both formative and summative conversations about performance. Districts will create local business rules to address actions to be taken when low growth trends persist over two or more evaluation cycles. At a minimum, however, districts agree to employ supportive interventions such as improvement action plans and promotion freezes in such cases.

Analyzing Growth Patterns and Trends

Patterns and trends of learning impact for both teachers and principals will be collected over time to determine professional growth plans and evaluation ratings. Depending on the timing of the results being analyzed, certain outcome measures may be more useful for planning purposes than summative evaluation ratings. Persistent patterns of low growth, however, must be addressed in a timely and consistent way to determine any interventions necessary.

When analyzing growth model results, it is recommended that evaluators also examine a teacher or leader's impact on the growth of traditionally under-performing populations of students, rather than overall growth alone. Identifying the variation of impact for different sub-groups of students may help in tailoring professional growth plans and targeting needed interventions for students.

Professional Judgment vs. Standardization

CORE districts recognize the important role that professional judgment can and must play in the evaluation process. CORE districts also acknowledge the need to standardize processes and outcomes in order to ensure equity and fairness across buildings in the district. Using a comprehensive rubric, and in the annual peer review process, CORE districts will hold each other accountable for balancing these elements in their designs and for supporting high-quality implementation through the use of appropriate tools and training for their communities.

Definitions

Measure: Measure refers to the aspect of the profession being measured. For example, observations, studen growth, professional duties, etc.

Score or Rating: The score or rating is the number assigned to a particular measure based on the results o the evaluation. For example, a teacher receives a 4 on a scale of 1-4 on her/his classroom observatio measure, or a 90% on a measure of professional duties.

Weight: The weight refers to the level of importance given to a score in relation to other measures. Using th above example, if teacher observation is weighted at 50%, then the score would count for half of the overa score a teacher receives when calculating the summative rating.

Summative Rating: The summative rating refers to the combination of individual ratings or scores, afte appropriate weighting has been calculated.

Performance Levels: Performance levels refer to the way summative ratings or individual measures are differentiated. For example, on a performance scale of 1 to 4 with 1 being "ineffective" and 4 being "highly effective", a teacher or leader who received a summative rating of a 4, is deemed "highly effective."

CORE
CALIFORNIA OFFICE TO REFORM EDUCATION

CORE Educator Evaluation System (EES)

Rubric Guide Self v Assessment and Peer Review

2014-2015

The accompanying rubric was developed collaboratively by CORE district representatives and in alignment with the requirements set out in the CORE Waiver. It was approved by the CORE Board in 2014.

The rubric is used in both self-assessment and peer review to provide common standards and expectations. Peer Review teams will be calibrated each year to ensure a normative understanding of the rubric and scoring requirements.

The rubric contains 9 domains, each representing a different aspect of the work required to implement high-quality evaluation systems for teachers and leaders. In some cases, you will notice overlap and connection between two domains in the rubric. For this reason, it is recommended that the rubric be viewed both holistically and in its separate domains throughout the peer review process.

Rubric

Expectation	5 (highest score)	4	3	2	1 (lowest score)
1. LEA meaningfully engages stakeholders in the development, pilot and implementation of EES.	Multiple information sessions are held with different stakeholder groups and feedback is used to inform EES design decisions.	Multiple information sessions are held with intentional efforts to seek input from different groups of stakeholders	Multiple information sessions are held for specific stakeholder groups	One or two information sessions are held for specific stakeholders.	No information sessions are held to describe the EES to stakeholders.
2. EES uses viable methods to differentiate among 4 levels of effectiveness clearly defined and supported with required training and annual calibration for inter-rater reliability.	EES has four effectiveness ratings, clearly defined and supported with annual required training and/or calibration activities for supervisors.	EES has three effectiveness ratings that are defined and supported with annual required training and/or calibration activities for supervisors.	EES has three effectiveness ratings, clearly defined and supported with an annual review of the EES for supervisors.	EES has three effectiveness ratings that are not defined.	EES has two levels of effectiveness.
3. EES cycle incorporates multiple data sources, collected with sufficient frequency, to determine effectiveness.	EES cycles incorporate multiple (2 or more) observations[1] and other evidence (including student outcomes using state assessments) throughout the evaluation cycle to determine progress and effectiveness ratings.	EES cycles incorporate at least two observations and other pieces of evidence (including student outcomes common across district) to determine progress.	EES cycles incorporate one observation and locally (district) developed student outcome measures to determine effectiveness ratings.	EES cycles incorporate one observation and other evidence common within school or classroom.	EES cycles incorporate one observation and no other evidence of effectiveness or impact.
4. EES is aligned with CORE Common Evaluation Guidelines for Teachers and Leaders.	EES incorporates all of the priorities and components of the CORE Guidelines.	EES incorporates at least 75% of the priorities and all linked components.	EES incorporates at least 50% of the priorities and all linked components.	EES incorporates 50% of the priorities but not all linked components.	EES incorporates less than 50% of the priorities.
5. EES includes meaningful feedback cycles connected to professional growth.	EES provides structures to facilitate meaningful feedback that is adjusted throughout each evaluation cycle and clearly linked to professional growth goals for the individual as well as the district and school.	EES provides structures for meaningful feedback that is linked to professional growth goals for the individual as well as the district and school.	EES provides structures for some feedback that is linked to district and school professional development priorities.	EES provides structures for some feedback, but it is not linked to a professional growth goal or a LEA/school PD priority.	EES provides minimal to no structures for feedback.
6. EES informs cycles of instructional collaboration, coaching and/or professional	EES directly informs opportunities for all educators to connect with peers or groups of peers	EES links only new educators and educators in need of improvement to peers with needed expertise to	All educators participate in professional learning and collaboration focused on	New educators are given professional support to improve practice. This process is not linked to the EES.	No educators participate in professional learning or collaborations.

[1] Observations apply to teacher evaluations only.

learning.	with similar instructional goals or with needed expertise in networks for learning and collaboration.	improve practice. (e.g. Coaching, mentoring, PAR)	instructional goals determined by building supervisors or the district. This process is not linked to the EES.		
7. EES incorporates one of the two SQIS options for measuring impact on student learning.	EES ratings account for the use of SQIS growth measures (TBD) using one of the two available options or an approved alternative.	EES ratings account for impact on student learning using state and district assessment data.	EES ratings reflect impact on student learning using district assessment data.	EES ratings reflect impact on student learning using school site assessment data only.	EES ratings do not include impact on student learning measures.
8. EES incorporates approved measures of student growth in non-tested subjects and grades for measuring impact on student learning.	LEA implements methods to determine student growth measures for non-tested grades and subjects that comply with SQIS's and/or USED approved design parameters.	LEA pilots methods to determine student growth measures for non-tested grades and subjects that comply with SQIS's and/or USED approved design parameters.	LEA designs local methods for determining student growth measures in non-tested grades and subjects that comply with SQIS's and/or USED approved design parameters.	LEA researches methods for determining student growth measures in non-tested subjects and grades.	Not applicable.
9. LEA utilizes EES to inform recruitment, promotion, tenure, transfer, lay off and dismissal decisions.	LEA defines and implements parameters for the use of EES results in recruitment, promotion, tenure, transfer, lay off and dismissal decisions.	LEA pilots defined parameters for the use of EES in personnel decisions.	LEA defines parameters for use of EES in personnel decisions.	LEA researches potential parameters for use of EES in personnel decisions.	EES is not used for personnel decisions.

Rubric with Scoring Cut-Points

Rubric score requirements change each year. The arrows inserted below indicate this progression.

Expectation	5 (highest score)	4	3	2	1 (lowest score)
1. LEA meaningfully engages stakeholders in the development, pilot and implementation of EES.	Multiple information sessions are held with different stakeholder groups and feedback is used to inform EES decisions.	Multiple information sessions are held with intentional efforts to seek input from different groups of stakeholders.	Multiple information sessions are held for specific stakeholder groups.	One or two information sessions are held for specific stakeholders.	No information sessions are held to describe the EES to stakeholders.
2. EES uses viable methods to differentiate among 4 levels of effectiveness clearly defined and supported with required training and annual calibration for inter-rater reliability.	EES has four effectiveness ratings, clearly defined and supported with annual required training and/or calibration activities for supervisors.	EES has three effectiveness ratings that are defined and supported with annual required training and/or calibration activities for supervisors.	EES has three effectiveness ratings, clearly defined and supported with an annual review of the EES for supervisors.	EES has three effectiveness ratings that are not defined.	EES has two levels of effectiveness ratings.
3. EES cycle incorporates multiple data sources, collected with sufficient frequency, to determine effectiveness.	EES cycles incorporate multiple (2 or more) observations[2] and other evidence (including student outcomes using state assessments) throughout the evaluation cycle to determine progress and effectiveness ratings.	EES cycles incorporate at least two observations and other pieces of evidence (including student outcomes common across district) to determine progress.	EES cycles incorporate one observation and locally (district) developed student outcome measures to determine effectiveness ratings.	EES cycles incorporate one observation and other evidence common within school or classroom.	EES cycles incorporate one observation and no other evidence of effectiveness or impact.
4. EES is aligned with CORE Common Evaluation Guidelines for Teachers and Leaders.	EES incorporates all of the priorities and components of the CORE Guidelines.	EES incorporates at least 75% of the priorities and all linked components.	EES incorporates at least 50% of the priorities and all linked components.	EES incorporates 50% of the priorities but not all linked components.	EES incorporates less than 50% of the priorities.
5. EES includes meaningful feedback cycles connected to professional growth.	EES provides structures to facilitate meaningful feedback that is adjusted throughout each evaluation cycle and clearly linked to professional growth goals for the individual as well as the district and school.	EES provides structures for meaningful feedback that is linked to professional growth goals for the individual as well as the district and school.	EES provides structures for feedback that is linked to district and school professional development priorities.	EES provides structures for some feedback, but it is not linked to a professional growth goal or a LEA/school PD priority.	EES provides minimal to no structures for feedback.
6. EES informs cycles of instructional collaboration, coaching and/or professional	EES directly informs opportunities for all educators to connect with peers or groups of peers	EES links new educators and educators in need of improvement to peers with needed expertise to	All educators participate in professional learning and collaboration focused on	New educators are given professional support to improve practice. This process is not linked to the EES.	No educators participate in professional learning or collaborations.

[2] Observations apply to teacher evaluations only.

learning. instructional goals or with networks for learning and	with similar needed expertise in collaboration.	improve practice. (e.g. Coaching, mentoring, PAR)	instructional goals determined by building supervisors or the district. This process is not linked to the EES.		
7. EES incorporates one of the two SQIS options for measuring impact on student learning.	EES ratings account for the use of SQIS growth measures (TBD) using one of the two available options or an approved alternative.	EES ratings account for impact on student learning using state and district assessment data.	EES ratings reflect impact on student learning using district assessment data.	EES ratings reflect impact on student learning using school site assessment data only.	EES ratings do not include impact on student learning measures.
8. EES incorporates approved measures of student growth in non-tested subjects and grades for measuring impact on student learning.	LEA implements methods to determine student growth measures for non-tested grades and subjects that comply with SQIS's and/or USED approved design parameters.	LEA pilots methods to determine student growth measures for non-tested grades and subjects that comply with SQIS's and/or USED approved design parameters. LEA pilots defined parameters for the use of EES in personnel decisions.	LEA designs local methods for determining student growth measures in non- tested grades and subjects that comply with SQIS's and/or USED approved design parameters. LEA defines parameters for use of EES in personnel decisions.	LEA researches methods for determining student growth measures in non- tested subjects and grades. LEA researches potential parameters for use of EES in personnel decisions.	Not applicable.
9. LEA utilizes EES to inform recruitment, promotion, tenure, transfer, lay off and dismissal decisions.	LEA defines and implements parameters for the use of EES results in recruitment, promotion, tenure, transfer, lay off and dismissal decisions.				EES is not used for personnel decisions.

Cut-points for 2014-2015 Cut-points for 2015-2016 Cut-points for 2016-2017 Cut-points for 2017- 2018

Rubric Guidance

See boxes below each expectation for guidance offered by district teams who participated in this year's calibration event.

Domain 1- LEA meaningfully engages stakeholders in the development, pilot and implementation of EES.

LEA meaningfully engages stakeholders in the development, pilot and implementation of EES.	Multiple information sessions are held with different stakeholder groups and feedback is used to inform EES decisions.	Multiple information sessions are held with intentional efforts to seek input from different groups of stakeholders.	Multiple information sessions are held for specific stakeholder groups.	One or two information sessions are held for specific stakeholders.	No information sessions are held to describe the EES to stakeholders.
LEA meaningfully engages stakeholders in the development, pilot and implementation of EES.	5- A reciprocal process whereby stakeholder input is continuously sought and utilized	4- Engagement that goes beyond simple reporting to stakeholders but seeks input and expands outreach when appropriate	3- When submitting a self-assessment for this domain, districts should clearly articulate which stakeholders were engaged and why, and to what degree they were engaged.	2- Type of stakeholders who are brought into the process is left to the discretion of the district and is contingent upon the precise activity or aspect of the process being discussed	1

The current cut-point for this domain is level 3.

Domain 2- EES uses viable methods to differentiate among 4 levels of effectiveness clearly defined and supported with required training and annual calibration for inter-rater reliability.

2. EES uses viable methods to differentiate among 4 levels of effectiveness clearly defined and supported with required training and annual calibration for inter-rater reliability.	EES has four effectiveness ratings, clearly defined and supported with annual required training and/or calibration activities for supervisors.	EES has three effectiveness ratings that are defined and supported with annual required training and/or calibration activities for supervisors.	EES has three effectiveness ratings, clearly defined and supported with an annual review of the EES for supervisors.	EES has three effectiveness ratings that are not defined.	EES has two levels of effectiveness.
EES uses viable methods to differentiate among 4 levels of effectiveness clearly defined and supported with required training and annual calibration for inter-rater	5- In this domain, the focus is on standardized methods of differentiation and inter-rater reliability to prevent bias from entering into decisions about effectiveness.	4- Inter-rater reliability can be achieved through specific training or "norming" processes. The expectation levels 4 and 5 are identical- the only difference is the number of levels (3	3- *Viable* methods refer to the use of rubrics, frameworks or similar tools that clearly define the levels of effectiveness and how to achieve them. Information sessions where	2	1

reliability.		or 4).	rubrics or frameworks are simply reviewed each year are not considered reliable methods of ensuring inter- reliability.		

The current cut-point for this domain is level 3.

Domain 3- EES cycle incorporates multiple data sources, collected with sufficient frequency, to determine effectiveness.

3. EES cycle incorporates multiple data sources, collected with sufficient frequency, to determine effectiveness.	**EES cycles incorporate multiple (2 or more) observations[3] and other evidence (including student outcomes using state assessments) throughout the evaluation cycle to determine progress and effectiveness ratings.**	**EES cycles incorporate at least two observations and other pieces of evidence (including student outcomes common across district) to determine progress.**	**EES cycles incorporate one observation and locally (district) developed student outcome measures to determine effectiveness ratings.**	**EES cycles incorporate one observation and other evidence common within school or classroom.**	**EES cycles incorporate one observation and no other evidence of effectiveness or impact.**
EES cycle incorporates multiple data sources, collected with sufficient frequency, to determine effectiveness.	5- Multiple measures at this level include at least two observations and growth measures using states assessment. There is overlap with this domain and domains 7 and 8 where we address growth measures for both tested and non-tested subjects and grades.	4- Measures include at least two observations and district level outcome data.	3- Measures have only one observation, but include district level outcome data. For teachers in non-tested grades and subjects this would be achieved with an SLO (see Domain 8)	2- Additional data sources might include (for example) multiple observations, pre and post conferences, goal setting, examples of student work, surveys, etc. For a principal evaluation, multiple data sources may include things such as teacher surveys, climate surveys, building level attendance data and achievement scores, observation of meeting facilitation, etc.	1- If a teacher is evaluated utilizing only one observation, this is deemed insufficient.

The current cut-point for this domain is level 3.

[3] Observations apply to teacher evaluations only.

Domain 4 - EES is aligned with CORE Common Evaluation Guidelines for Teachers and Leaders.

4. EES is aligned with CORE Common Evaluation Guidelines for Teachers and Leaders.	EES incorporates all of the priorities and components of the CORE Guidelines.	EES incorporates at least 75% of the priorities and all linked components.	EES incorporates at least 50% of the priorities and all linked components.	EES incorporates 50% of the priorities but not all linked components.	EES incorporates less than 50% of the priorities.
EES is aligned with CORE Common Evaluation Guidelines for Teachers and Leaders.	5- 100% alignment with priorities and components	4- 75% alignment with priorities and 100% with components	3- 50% alignment with priorities and 100% with components	2- 50% alignment with priorities but not the majority of components	1- districts cross-check their evaluation rubrics and frameworks with the CORE Guidelines, Priorities and Components and find less than 50% alignment with priorities.

The current cut-point for this domain is level 4.

Domain 5- EES includes meaningful feedback cycles connected to professional growth.

5. EES includes meaningful feedback cycles connected to professional growth.	EES provides structures to facilitate meaningful feedback that is adjusted throughout each evaluation cycle and clearly linked to professional growth goals for the individual as well as the district and school.	EES provides structures for meaningful feedback that is linked to professional growth goals for the individual as well as the district and school.	EES provides structures for some feedback that is linked to district and school professional development priorities.	EES provides structures for some feedback, but it is not linked to a professional growth goal or a LEA/school PD priority.	EES provides minimal to no structures for feedback.
EES includes meaningful feedback cycles connected to professional growth.	5- The link occurs, and in addition, individuals receive on-going, formative professional development (can include coaching, mentoring, etc.) based on their evaluation results. The key here is in the ability to offer a cycle of on-going, formative feedback that can be adjusted as needed throughout the year.	4- The feedback is meaningful, the link occurs, and in addition, individuals receive differentiated professional development based on evaluation results.	3- At level 3, the feedback is linked to a broader district or school agenda. The connection or *link* between the feedback process and the larger professional development agenda for a building or a district, may be "structured" differently in various contexts. For some districts, this may be demonstrated by the use of a data management system or a formal policy statement, or	2- *Meaningful feedback cycles*, refer to feedback that is formative as well as summative (see also Domain 2) and is actionable in a manner intended to lead to professional growth and instructional improvement. At level 2, feedback is given, but is not meaningful or linked to larger professional growth goals.	1-

			particular set of practices (such as a formalized PLC).		

The current cut-point for this domain is level 3.

Domain 6- EES informs cycles of instructional collaboration, coaching and/or professional learning.

6. EES informs cycles of instructional collaboration, coaching and/or professional learning.	EES directly informs opportunities for all educators to connect with peers or groups of peers with similar instructional goals or with needed expertise in networks for learning and collaboration.	EES links only new educators and educators in need of improvement to peers with needed expertise to improve practice. (e.g. Coaching, mentoring, PAR)	All educators participate in professional learning and collaboration focused on instructional goals determined by building supervisors or the district. This process is not linked to the EES.	New educators are given professional support to improve practice. This process is not linked to the EES.	No educators participate in professional learning or collaborations.
EES informs cycles of instructional collaboration, coaching and/or professional learning.	Collaboration opportunities are driven and supported by evaluation outcomes and made available to all educators. See also CSTP 6.	Collaboration opportunities are driven by evaluation outcomes but only for new or struggling teachers.	Collaboration opportunities are made available to all educators but not connected or driven by outcomes of the evaluation process.	Collaboration opportunities are only given to new educators.	

The current cut-point for this domain is level 3.

Domain 7- EES incorporates one of the two SQIS options for measuring impact on student learning.

7. EES incorporates one of the two SQIS options for measuring impact on student learning.	EES ratings account for the use of SQIS growth measures (TBD) using one of the two available options or an approved alternative.	EES ratings account for impact on student learning using state and district assessment data.	EES ratings reflect impact on student learning using district assessment data.	EES ratings reflect impact on student learning using school site assessment data only.	EES ratings do not include impact on student learning measures.
EES incorporates one of the two SQIS options for measuring impact on student learning.	5- CORE growth measure used in evaluations of teachers in tested subjects and grades by employing the "Learning Impact Model" or a weighted model of 20% or more.	4- SBAC and district assessment data being used as part of evaluations of teachers in tested subjects and grades.	3- District assessment data being used in evaluations of teachers in tested subjects and grades in place of SBAC or CSTs.	2- Building or classroom level assessments used in evaluations of teachers in tested subjects and grades instead of SBAC or CSTs	1- SBAC or CST data not used in evaluations of teachers in tested subjects and grades.

The current cut-point for this domain is level 3.

Domain 8 EES incorporates approved measures of student growth in non-tested subjects and grades for measuring impact on student learning.

8. EES incorporates approved measures of student growth in non-tested subjects and grades for measuring impact on student learning.	LEA implements methods to determine student growth measures for non-tested grades and subjects that comply with SQIS's and/or USED approved design parameters.	LEA pilots methods to determine student growth measures for non-tested grades and subjects that comply with SQIS's and/or USED approved design parameters.	LEA designs local methods for determining student growth measures in non-tested grades and subjects that comply with SQIS's and/or USED approved design parameters.	LEA researches methods for determining student growth measures in non-tested subjects and grades.	Not applicable.
EES incorporates approved measures of student growth in non-tested subjects and grades for measuring impact on student learning.	5- LEA is scaling up to full implementation of SLO design.	4- *Pilot* refers to a stage where the district is utilizing the system and monitoring results and feedback. The precise scale and design of the pilot is left to the discretion of the district.	3- A set of SLO guidelines will be offered by CORE (draft in circulation). Scheduled for Board approval in December of 2014.	2-	1-

The current cut-point for this domain is level 3.

Domain 9- LEA utilizes EES to inform recruitment, promotion, tenure, transfer, lay off and dismissal decisions.

9. LEA utilizes EES to inform recruitment, promotion, tenure, transfer, lay off and dismissal decisions.	LEA defines and implements parameters for the use of EES results in recruitment, promotion, tenure, transfer, lay off and dismissal decisions.	LEA pilots defined parameters for the use of EES in personnel decisions.	LEA defines parameters for use of EES in personnel decisions.	LEA researches potential parameters for use of EES in personnel decisions.	EES is not used for personnel decisions.
LEA utilizes EES to inform recruitment, promotion, tenure, transfer, lay off and dismissal decisions.	5- LEA sets formal policy.	4- *Pilot* refers to a stage where the district is utilizing the approach and monitoring results and feedback. The precise scale and design of the pilot is left to the discretion of the district.	3- LEA proposes an approach to formalizing how EES informs personnel decisions with a goal of setting policy.	2- LEA engages stakeholders and investigates various approaches.	1-

The current cut-point for this domain is level 3