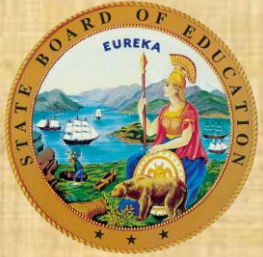# Transitioning to a New Accountability System: Moving California Forward

Nancy S. Brownell, Senior Fellow, State Board of Education Staff

Local Control and Accountability Team
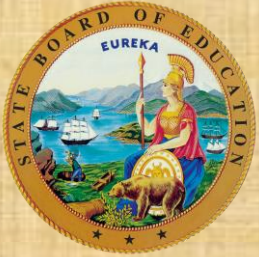
Marin County – September 26, 2016

CALIFORNIA STATE BOARD OF EDUCATION

Continuous Improvement

- Define it in relation to education.
- Why is it important?
- How do you monitor it?
- What is your collective definition/understanding of continuous improvement and how is it communicated?
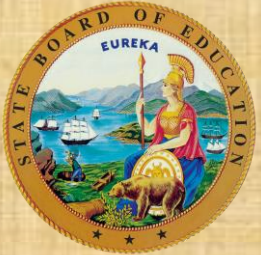
Cross Cutting Themes on Continuous Improvement Models

- Leadership and Strategy

- Communications and Engagement

- Organizational Infrastructure

- Methodology (Use of a specific model)

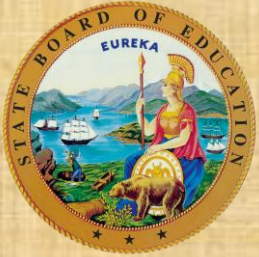- Data Collection and Analysis

- Capacity Building

Accountability Defined

The quality or state of being accountable; *especially*: an obligation or willingness to accept responsibility or to account for one's actions.

LCFF Big Ideas

- In conjunction with the new funding formula, we adopted a **new system of support and technical assistance** for districts and counties

- Founded on **annual plans, updates, and evaluation rubrics**

- Districts develop, adopt and implement 3-year plans to improve **student performance**

- Assumes a **continuous improvement** model of accountability

CALIFORNIA STATE BOARD OF EDUCATION

Vulnerable Plans!

- Plans are most vulnerable not in their development, but in their implementation.

- Implementation hinges on measureable indicators of progress.

- "Plan is a group of intentions always on the verge of greatness." (E. Fran & J. Talley)

- Plans are your roadmap, metrics and/or indicators keep you from getting lost!
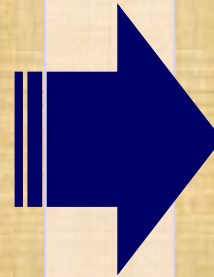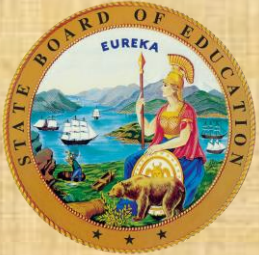
6

LCAP Challenges

How do we get from here …   *to here?*

County and Local Board approved LCAPs and Annual Updates, use of the LCFF Rubrics

➡️

All students leave high school college and career ready; unduplicated students well served.

…and what actions and services support success? 7
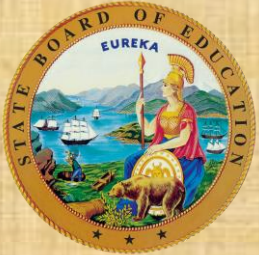
Accountability and Continuous Improvement System

- Local Control and Accountability Plan and Annual Update
- Local Control Funding Formula (LCFF) Evaluation Rubrics
- Support and Assistance System established by LCFF
- Progress on state priorities, measured by state and local metrics and performance indicators

Accountability Goals

- **Strengthen teaching and learning**

- **Increase the individual capacity** of teachers and school leaders

- **Increase the institutional capacity** of schools, districts, and state agencies to continuously improve

- Carefully **phase in policy changes** as state and local capacity grows

- **Consider federal accountability** requirements relative to the new state system once established.

Defining Accountability
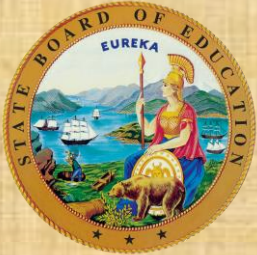
- Defining accountability has become **more complex** as our understanding of it has grown beyond goals, indicators, decision rules, and consequences.

- The above components are still central to an accountability model, but the focus has **expanded to include capacity building** and providing appropriate **technical assistance and support (County Superintendents, CCEE, CDE)**.

- The purpose of accountability is not simply to identify and punish ineffective schools and districts, but to **provide appropriate supports to increase effectiveness**.

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Local, State & Federal Accountability!
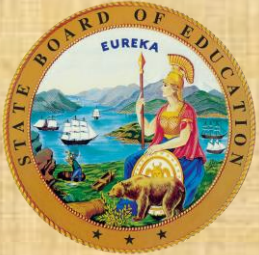
- With LEAs now responsible for more local accountability components (LCAP, annual update, rubrics), **purposes and roles within the new accountability system must be redefined.**

- For state accountability purposes, many system components are already in place. A review of these components shows how **they support the current overall goal of continuous system improvement**.

- With the enactment of Every Student Succeeds Act (ESSA), possibilities for designing **one, coherent local, state and federal** accountability and continuous improvement system.

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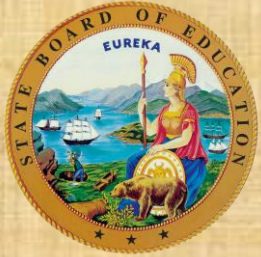
Collective Accountability and Shared Responsibility

- Student accountability

- Parent responsibility

- Teacher and leader accountability

- Local school board and superintendent accountability

- Higher education accountability

- Educator preparation provider accountability

- State accountability

Habits of Mind

- Shared commitment to action, assessment and adjustment
- Intentional collaboration
- Relentless focus on evidence of improvement, impact of actions on student success

So, ……………

1. Chat with your colleagues. What is here that reinforces what you are already doing in your district?

2. What are your common understandings of accountability and continuous improvement and how are those communicated?

3. How do you ensure the importance of shared and collective accountability as central to your students' success?

Purposes of Rubrics

Three Statutory Purposes for Evaluation Rubrics

- To support LEAs in **identifying strengths, weaknesses and areas for improvemen**t;
- To assist in **determining whether LEAs are eligible for technical assist**ance; and
- To assist the Superintendent of Public Instruction in **determining whether LEAs are eligible for more intensive state support/intervention.**

Brief Sequence of SBE Decisions

- March SBE Meeting – Architecture of Accountability and Continuous Improvement System

- May SBE Meeting – Determination of a balance of local and state measures and plans for a single, coherent local, state, federal system

- July SBE Meeting – Standards and performance expectations

- September SBE Meeting – Approve Evaluation Rubrics

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Decisions Still Needed

- November SBE Meeting – Approve Revised LCAP Template, updates from CDE on work groups for School Conditions and Climate and English Learner indicator

- January SBE Meetings forward – revisions to Statements of Model Practices, College/Career Indicator

- ESSA state plan March or July

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July 1
LCAP/Annual Update Adopted by LEA (EC 52060 & 52062)

Required stakeholder engagement recommended (EC 52060(g) & 52062)

- Implement LCAP
- Finalize and adopt LCAP/Annual Update for the next fiscal year

- Implement LCAP

October 8
LCAP/Annual Update Approved by Reviewing Agency (EC 52070 (d)

February – March
Complete Self-Reflective use of LCFF Evaluation Rubrics and Incorporate Findings into LCAP/Annual Update

November
LCFF Evaluation Rubrics Data Display is Populated with State Data (EC 52064.5 (c)
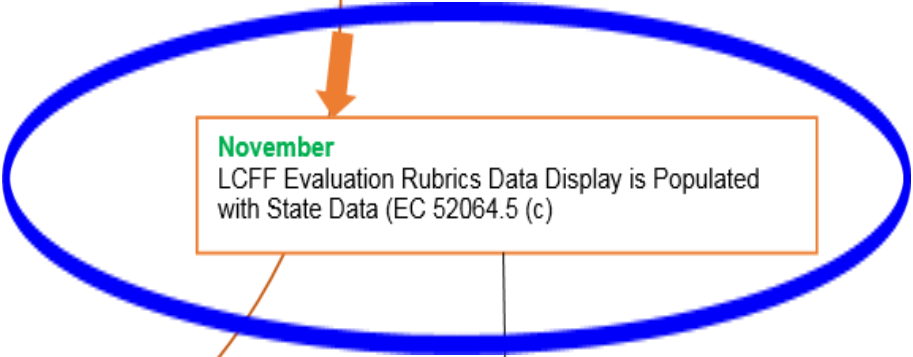
Stakeholder engagement recommended (e.g. involve stakeholders in self-reflective analysis)

- Implement LCAP
- Plan for next LCAP/Annual Update using data analysis and self-reflection from LCFF Evaluation Rubric

Integrated State and Federal Continuous Improvement and Accountability System
- Request for Assistance: LEAs may voluntarily request assistance from county offices or the California Collaborative for Educational Excellence
- Assistance and Support: Performance relative to accountability standards for key indicators will inform whether LEAs (LCFF) and schools (ESSA) are eligible assistance and support.
- Recognition: LEAs and/or schools may be recognized for exemplary performance based on outcomes and/or improvement
- Local Self-Reflection: As the next segment of the graphic shows, the LCFF evaluation rubrics support local self-reflection and planning

September SBE Meeting Item 1
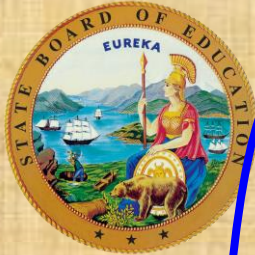
CALIFORNIA STATE BOARD OF EDUCATION

1. Overview of the LCFF Evaluation Rubrics and Proposed Design Elements for the Web-Based User Interface

2. Proposed Performance Standards for Graduation Rate, Scores on the California Assessment of Student Performance and Progress, Suspension Rates, Progress of English Learners Toward English Proficiency, and College/Career Readiness

3. Proposed Standards for the Local Performance Indicators

4. Proposed Criteria for LEA Eligibility for Technical Assistance and Intensive Intervention under LCFF

5. Draft Timeline for the Integrated, Local, State, and Federal Accountability and Continuous Improvement System

6. California *Education Code*

Recommendations for Action
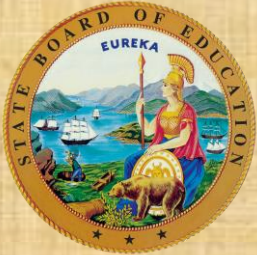
3. **Direct CDE staff to develop a recommendation for the November 2016 SBE meeting on proposed performance standards**, based on the approved methodology to establish cut-scores and performance categories, for the state indicator for student test scores on English Language Arts and Math for grades 3–8, that includes results from the second year of Smarter Balanced tests.

4. **Direct CDE staff to complete further development work on the College/Career Indicator,** including student course-taking information, and options to measure access to a broad course of study (Priority 7) as a state indicator, for the next phase of the evaluation rubrics.

5. **Direct CDE staff to further develop the content for the statements of model practices and links to external resources** so those components can be incorporated into the web-based user interface in the future.

6. **Approve the proposed annual process for the SBE to review the evaluation rubrics** to determine whether newly available data and/or research support the inclusion of a new state or local performance indicator or substituting such an indicator for an existing indicator.

Initial Implementation Phase of the Evaluation Rubrics

- The recommended actions meet the statutory deadline to approve the evaluation rubrics by October 1, 2016.

- Initial phase of implementation provides opportunities for LEAs to see and use the system in their LCAP analysis, stakeholder input, and annual update cycle.

- Web-based system helps ensure that students, parents, other stakeholders and the public can access information.

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Components of the LCFF Evaluation Rubrics

- **Top-Level Summary Data Display**
  - Summary report showing performance relative to standards for the state priorities

- **Data Analysis Tool**
  - Web-based, more detailed data reports

- **Statements of Model Practices**
  - Qualitative statements of effective processes and practices

- **Links to External Resources**
  - Links to additional resources for assistance

Accountability Model Overview

Based on progress toward the LCFF state priorities.
- **Priority 1** (Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities)
- **Priority 2** (Implementation of State Academic Standards)
- **Priority 3** (Parent Engagement)
- **Priority 4** (Achievement)
- **Priority 5** (Pupil Engagement)
- **Priority 6** (School Climate)
- **Priority 7** (Access to a Broad Course of Study)
- **Priority 8** (Outcomes in a Broad Course of Study)
- **Priorities 9 and 10** (Coordination of Services for Expelled and Foster Youth)

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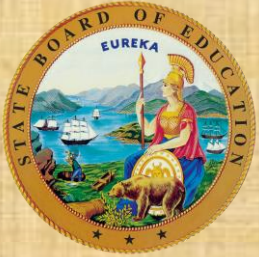
Overview

- The California Model uses percentiles to create a 5 by 5 grid (giving 25 results) that combine "Status" and "Change" that are equally weighted to make an overall determination for a "Performance Category" (represented by a color) for each indicator.

- **Status (outcome)** is based on the *current* year performance.

- **Change (improvement)** is the difference between performance from the *prior* year and *current* year, or between the current year and a multi-year average—if available.

Overview of the Model

Example:

An LEA or school with a "High" **Status** and an "Increased" in **Change** will receive an overall performance of **Green** for most indicators.

Change

Levels	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
Very High	Yellow	Blue	Blue	Blue	Blue
High	Orange	Yellow	Green	Green	Blue
Median	Orange	Orange	Yellow	Green	Green
Low	Red	Orange	Orange	Yellow	Yellow
Very Low	Red	Red	Red	Orange	Yellow

Status

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Graduation Rate Cut-Scores

Graduation Rate (Grades 9–12)

Table 1 displays the "Status" and "Change" cut scores as well as the performance categories for the Graduation Rate Indicator.

Table 1

Graduation Change

Level	Declined Significantly by more than 5%	Declined by 1% to 5%	Maintained Declined or improved by less than 1%	Increased by 1% to less than 5%	Increased Significantly by 5% or more
Very High 95% or greater	Gray	Blue	Blue	Blue	Blue
High 90% to less than 95%	Orange	Yellow	Green	Green	Blue
Median 85% to less than 90%	Orange	Orange	Yellow	Green	Green
Low 67% to less than 85%	Red	Orange	Orange	Yellow	Yellow
Very Low Less than 67%	Red	Red	Red	Red	Red

Graduation Status (row axis label)

Gray colored cell=Not applicable

Graduation Rate Cut-Scores

The number of local educational agencies (LEAs) and schools in each performance category based on their "Status" and "Change" results.

Total	Red	Orange	Yellow	Green	Blue
LEAs (515)	70 (13.6%)	122 (23.7%)	106 (20.6%)	81 (15.7%)	136 (26.4%)
Schools (1,221)	99 (8.1%)	85 (7.0%)	186 (15.2%)	298 (24.4%)	553 (45.3%)

Displays the number of schools (disaggregated by charters, non-charters, small schools, and non-small schools) in each performance category based on their "Status" and "Change" results.

School Type	# of Schools	Red	Orange	Yellow	Green	Blue
Non Charter	1,026	56 (5.5%)	69 (6.7%)	153 (14.9%)	263 (25.6%)	485 (47.3%)
Charter	195	43 (22.1%)	16 (8.2%)	33 (16.9%)	35 (17.9%)	68 (34.9%)
Small Schools*	19	9 (47.4%)	0 (0.0%)	3 (15.8%)	4 (21.1%)	3 (15.8%)
Non Small Schools	1,202	90 (7.5%)	85 (7.1%)	183 (15.2%)	294 (24.5%)	550 (45.8%)

English Learner Change

English Learner Change

(Change in Percent Progressing Plus Reclassified Students)

English Learner Status (Percent Progressing Plus Reclassified Students)

Level	Declined Significantly by more 10%	Declined by 1.5% to 10%	Maintained Declined or increased by less than 1.5%	Increased by 1.5% to less than 10%	Increased Significantly by 10% or more
Very High 85% or more	Yellow	Green	Blue	Blue	Blue
High 75% to less than 85%	Orange	Yellow	Green	Green	Blue
Median 67% to less than 75%	Orange	Orange	Yellow	Green	Green
Low 60% to less than 67%	Red	Orange	Orange	Yellow	Yellow
Very Low Less than 60%	Red	Red	Red	Orange	Yellow

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English Learner Change

Number of LEAs and schools in each performance category based on their "Status" and "Change" results.

Total	Red	Orange	Yellow	Green	Blue
LEAs (1,076)	150 (13.9%)	314 (29.2%)	231 (21.5%)	283 (26.3%)	98 (9.1%)
Schools (6,598)	1,057 (16.0%)	1,851 (28.1%)	1,262 (19.1%)	1,755 (26.6%)	673 (10.2%)

School Type	# of Schools	Red	Orange	Yellow	Green	Blue
Non Charter	6,177	968 (15.7%)	1,748 (28.3%)	1,193 (19.3%)	1,655 (26.8%)	613 (9.9%)
Charter	421	89 (21.1%)	103 (24.5%)	69 (16.4%)	100 (23.8%)	60 (14.3%)
Small Schools*	7	3 (42.9%)	0 (0%)	0 (0%)	3 (42.9%)	1 (14.3%)
Non Small Schools	6,591	1,054 (16%)	1,851 (28.1%)	1,262 (19.1%)	1,752 (26.6%)	769 (11.7%)

*Small schools have 30 to 99 students enrolled.

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Local Performance Indicators (September Item 01 Attachment 3)
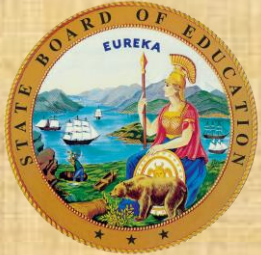
At the July 2016 meeting, the SBE approved an approach for setting standards for local performance indicators within the LCFF priorities that are not addressed by state indicators.

The approach is based on collecting and reporting locally held information, which is likely to enhance local decision making for the relevant LCFF priority.

Local Performance Indicators

The SBE's approval of the approach to establishing the standards included approval of criteria for measuring progress on the standards.

Specifically, local educational agencies (LEAs) will assess their progress on these indicators on a *[Met / Not Met / Not Met for Two or More Years]* scale.

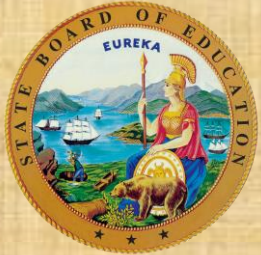The SBE did not, however, approve standards for the local performance indictors.

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Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (Priority 1)

- *Standard*: LEA annually measures its progress in meeting the *Williams* settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the evaluation rubrics.

- *Evidence*: LEA would use locally available information, including data currently reported through the School Accountability Report Card (SARC), and determine whether it reported the results to its local governing board and through the local data selection option in the evaluation rubrics.

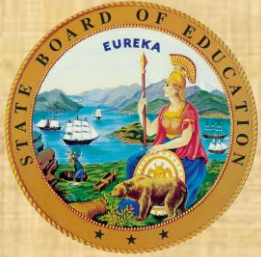- *Criteria*: LEA would assess its performance on a [Met / Not Met / Not Met for Two or More Years] scale.

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Implementation of State Academic Standards (Priority 2)

- *Standard*: LEA annually measures its progress implementing state academic standards and reports the results to its local governing board and to stakeholders and the public through the evaluation rubrics.

- *Evidence*: LEA would determine whether it annually measured its progress, which may include use of a self-assessment tool or selection from a menu of local measures that will be included in the evaluation rubrics web-based user interface, and reported the results to its local governing board and through the local data selection option in the evaluation rubrics.

- *Criteria*: LEA would assess its performance on a [Met / Not Met / Not Met for Two or More Years] scale.

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Key Questions for Messaging

- What are your district and school messages about LCAP implementation and your overall vision for student success?

- To what extent are the goals and messages about the importance of the LCAP goals, actions and services pervasive throughout your district?

- How are your local constituents involved?
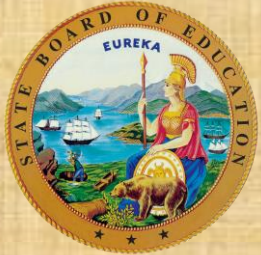
- How you are adding LCFF Rubrics?

Delivering Messages

- As changes take place, **resistance increases** unless a consistent, encouraging message is offered and echoed.

- For messages to **"stick," they must be repeated frequently** and powerfully and tied to existing initiatives.

- Clear and consistent messages need to **increase knowledge and reduce fear**s and misconceptions.

Coherent Accountability System Components

Classroom and School Practices	Local Accountability Processes	State Accountability Processes	Federal Accountability Processes
Classroom and school practices grounded in state standards and curricular frameworks.	*Local accountability processes and elements*, based on the state priorities, LCAPs, and evaluation rubrics.	*Statewide accountability processes and elements* that support fairness, comparability, and trend analysis across multiple measures of progress.	*Statewide accountability processes and elements* that meet federal requirements

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Important Takeaways

- *Performance category already reflects change, so …*

- Talking about how a **performance category changes** over time may not make sense.

- Discussions about trends should focus on **trends in the underlying data**.

- A **red**, **orange**, or **yellow** performance category means that there is *more work* to be done. A **green** or **blue** performance category means that the *trajectory of performance is moving in the right direction.*

Resources

- State Board of Education Agendas http://www.cde.ca.gov/be/ag/ag/index.asp

- State Board of Education Information Memoranda http://www.cde.ca.gov/be/pn/im/

- CPAG agenda June 22, 2016 http://www.cde.ca.gov/be/cc/cp/cpag2016agendajune22.asp

- LCFF – WestEd Channel http://lcff.wested.org/

- CDE LCFF http://www.cde.ca.gov/fg/aa/lc/

- CAASPP http://www.cde.ca.gov/ta/tg/ca/

- CDE ESSA http://www.cde.ca.gov/re/es/

California and the Every Student Succeeds Act

Marin County Office of Education

September 26, 2016

CALIFORNIA DEPARTMENT OF EDUCATION
Tom Torlakson, State Superintendent of Public Instruction

ESEA Reauthorized!

- New law signed December, 2015
- Goes into effect in 2017-18
- Many familiar elements and some changes

TOM TORLAKSON
State Superintendent
of Public Instruction

ESSA Questions

- What is the most important question you have regarding the Every Student Succeeds Act (ESSA)?

- Please record your question on an index card.

- Your questions will help prioritize our technical assistance activities.

TOM TORLAKSON
State Superintendent
of Public Instruction

The Big Picture

- Some familiar elements
  - States choose standards and assessments
  - Student achievement is reported by subgroup
  - Accountability at school and district levels for subgroup performance
  - Major formula grant funding streams maintained

- Some significant changes
  - States have more authority to make decisions
  - New opportunities for early education
  - Adequate Yearly Progress, Supplemental Educational Services, and Highly Qualified Teacher requirements eliminated

Title I: Funding

- Maintains Title I, A Formula
- States must set aside 7% (mandatory) of Title I allocation every year to carry out interventions and technical assistance
  - 95% in 4-year grants to LEAs (formula or competitive)
  - Prioritize LEAs with high numbers of identified schools, those with greatest need for funds, and those with strongest commitment to improvement
- States may set aside 3% (optional) of Title I allocation for Direct Student Services program
  - State may use up to 1% of set-aside for administrative costs
  - Award subgrants to LEAs for targeted programs, first to identified schools

Title I: Standards and Assessments

- States must provide assurance that they have adopted challenging academic content standards and aligned academic achievement standards

- States must implement assessments aligned with standards in math, reading, and science
  - Math and reading: grades 3–8 and once in high school
  - Science: once in each grade span of 3–5, 6–9, and 10–12

- Achievement data must be disaggregated by subgroup

- States may adopt alternate assessments for students with the most significant cognitive disabilities (1% cap)

- Maintains a 95% participation requirement

Title I: Accountability

- States must develop an accountability system that rates schools based on metrics including:
    - Academic achievement
    - For high schools, graduation rates
    - Growth or other indicator for elementary and middle schools
    - Progress in achieving English proficiency
    - At least one "valid, reliable, comparable, and Statewide" indicator of school quality
    - Most weight must be given to academic indicators

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State Superintendent
of Public Instruction

Title I: Interventions

- Two levels of intervention: **targeted** and **comprehensive**
    - *Targeted interventions* (LEA directed):
        - State must notify LEAs of schools with subgroups which, on their own, would be identified as lowest-performing 5%
        - School must develop improvement plan, LEA must approve improvement plan and monitor implementation
        - If subgroup fails to improve within State-determined number of years, State steps in
    - *Comprehensive interventions* (State-directed)
        - State must identify for comprehensive intervention:
            - At least the lowest-performing 5%
            - High schools graduating less than 2/3 of students
            - Schools with any subgroup, on its own, would be identified as lowest performing 5% (and has not improved in State-determined number of years)

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State Superintendent
of Public Instruction

Title II: Funding

- Adjustment to formula phased in from enactment until 2020
  - Formula transitions, for both State and LEA-level allocations, to 20% population, 80% poverty
  - Hold Harmless in effect and phases out by 2023

- State grants: At least 95% to subgrants, up to 1% to administration
  - State may reserve up to 3% of amount reserved for subgrants to LEAs for activities for principals and other school leaders
  - Up to 4% (remaining State-level reservation) to be used for State activities

Title II: Grant Opportunities

- Literacy Education for All, Results for the Nation
- Teacher and School Leader Incentive program (Formerly the Teacher Incentive Fund)
- School Leader Recruitment and Support
- STEM Master Teacher Corps
- Preschool Development Grant

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State Superintendent
of Public Instruction

Title III Highlights

- Title III accountability provisions are now part of Title I

- Replaces references to "limited English proficient" to "English learners" throughout

- States must report on number and percentage of ELs:
  - Meeting State-determined long-term goals (disaggregated by disability)
  - Attaining English proficiency
  - Meeting challenging State academic standards for 4 years after exiting EL status (disaggregated by disability)

Title IV: Student Support and Academic Enrichment Grants

- New block-grant type program

- Formula granted to States based on share of Title IA
  - State may reserve up to 1% for administration, 4% for State activities

- Subgranted to LEAs based on share of Title IA
  - LEA may spend up to 2% on administration
  - LEAs must spend
    - At least 20% of funds on one "well-rounded educational opportunities" activity
    - At least 20% on "safe and healthy students" activity
    - Some portion of funds to support effective use of technology (no more than 15% on technology infrastructure)

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State Superintendent
of Public Instruction

Changes for 2016–17

- ESSA 2016–17 School Year Transition Plan approved at the May 2016 State Board of Education (SBE) meeting
  - Supplemental Educational Services no longer required
    - PI Year 2 and beyond: locally defined alternative supports
  - Public School Choice
    - Maintained, but not required to offer to additional eligible students
  - Highly Qualified Teacher requirements eliminated
    - Hiring should be based on state licensure requirements
- Link to plan available on CDE ESSA Web page

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State Superintendent
of Public Instruction

Plan Development

- Goal: Create a single, coherent local, state, and federal accountability and continuous improvement system that is aligned with, and supportive of, California's priorities

- Plan to State Board of Education for approval in March 2017

- ESSA State Plan will go into effect in the 2017-18 school year

California's Context

ESSA Guidance

- Provides non-binding recommendations for implementing the statute
- ED's Transitioning to the ESSA Frequently Asked Questions – updated June 2016
- Foster Care Guidance – released in June 2016
- Homeless Student Guidance – released in July 2016
- Additional guidance expected this year:
  - English learners
  - Equitable services

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ESSA Regulations

- Developed by ED to provide clarity for implementing the statute
- 60-day public comment periods
- Proposed regulations for these topics available now:
  - Accountability, Data Reporting, and Submission of State Plans
    - Public comment period closed August 1
    - 20,000 comments received including State Superintendent and SBE President joint response
  - Assessment and Innovative Assessment Pilots
    - Public comment period closed September 9
  - Supplement Not Supplant
    - Public comment period opened September 6; scheduled to close November 7
- Final regulations expected by the end of the year

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State Plan Requirements

- Part 299 Subpart G of the draft regulations outlines State Plan requirements:
  - Consultation and coordination
  - Challenging academic standards and academic assessments
  - Accountability, support, and improvement for schools
  - Supporting excellent educators
  - Supporting all students

- State plans must be approved within 120 days unless Secretary presents research which demonstrates the plan does not meet requirements.

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Consultation

- Timely and meaningful **consultation** with the following individuals and entities reflecting the geographic diversity of the state:
  - Governor
  - State Legislature
  - State Board of Education
  - LEAs
  - Indian Tribes
  - Teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, and organizations representing such individuals
  - Charter school leaders
  - Parents and families
  - Community-based organizations
  - Civil rights organizations, including those representing students with disabilities, English leaners, and other historically underserved students
  - Institutions of higher education
  - Employers
  - General Public

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California Practitioners Advisory Group

- Provide input to the SBE on ongoing efforts to establish a single coherent local, state, and federal accountability system

- Serve as the state's committee of practitioners under federal Title I requirements

- SBE approved appointments of 17 members on March 10, 2016

- Next meeting: September 29, 2016

Coordination

- **Coordination** of ESSA State Plan across ESSA programs and:
  - IDEA
  - Rehabilitation Act
  - Carl D. Perkins Career and Technical Education Act of 2006
  - Workforce Innovation and Opportunity Act
  - Head Start Act
  - Child Care and Development Block Grant Act of 1990
  - Education Sciences Reform Act of 2002
  - Education Technical Assistance Act of 2002
  - National Assessment of Educational Progress Authorization Act
  - Adult Education and Family Literacy Act

Challenging Academic Standards and Academic Assessments

- Challenging academic content standards
- English language proficiency standards
- High quality student academic assessments in mathematics, reading or language arts, and science
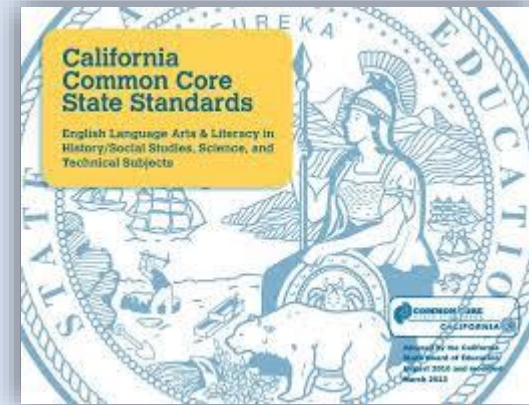
- Aligned alternate assessments for students with the most significant cognitive disabilities
- Uniform statewide assessment of English language proficiency

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Accountability, Support, and Improvement for Schools

- Long term goals

- Accountability System

- Identification of schools

- State support and improvement for low-performing schools

- Performance management and technical assistance

Improvement	Outcome				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Emerging
Improved	Excellent	Good	Good	Emerging	Issue
Maintained	Excellent	Good	Emerging	Issue	Concern
Declined	Good	Emerging	Issue	Issue	Concern
Declined Significantly	Emerging	Issue	Issue	Concern	Concern

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Supporting Excellent Educators

- Systems of educator development, retention, and advancement including certification and licensing, preparation, and professional growth and improvement

- Support for educators to improve student outcomes, particularly students with "specific learning needs"

- Educator equity: low-income and minority students in Title I schools may not be taught at disproportionate rates by ineffective, out-of-field, or inexperienced teachers compared to their non-low-income, non-minority peers in schools not receiving Title I funds.

GREATNESS BY DESIGN
Supporting Outstanding Teaching to Sustain a Golden State

A report by State Superintendent of Public Instruction Tom Torlakson's Task Force on Educator Excellence
September 2012

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Supporting All Students

- Equitable access to a well-rounded and supportive education

- Performance management and technical assistance

- Program-specific requirements:

    - **Title I Part A:** Process and criteria to waive the 40 % schoolwide poverty threshold
    - **Title I Part C:** migratory students
    - **Title III, Part A:** English learners
    - **Title V, Part B subpart 2:** rural and low-income schools
    - **McKinney-Vento:** homeless children and youth

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Help Inform the Plan

- What do you believe will be the most important 1–3 elements to include in California's ESSA State Plan?

- Please record your element(s) on the index card.

Draft Plan Development Timeline*

Time Period	Plan Development Activities
April–May	• Engage stakeholders in surfacing questions, decisions, and opportunities
June–September	• Develop Plan outline based on draft regulations from ED • Begin drafting Plan • Continue stakeholder engagement activities
October–November	• Draft Plan completed and presented to SBE • 30+ day public comment period
December–February	• Incorporate public comment and SBE feedback into Plan
March	• Plan approved by SBE, sent to ED

*Timeline is subject to change pending SBE feedback and regulations and guidance from ED

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Opportunities to Participate

- Draft plan available in November 2016
- Survey and public comment period November 2016—January 2017
  - Series of ESSA regional meetings
  - Webinars
  - Toolkit for local use

ESSA
THE CALIFORNIA WAY

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ESSA Communications

Receive updates by joining the ESSA listserv. To subscribe, send a blank message to join-essa@mlist.cde.ca.gov.

Please send questions and comments to ESSA@cde.ca.gov.

Visit the CDE ESSA Web page at www.cde.ca.gov/essa.

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State Superintendent
of Public Instruction

Questions?

Barbara Murchison
bmurchison@cde.ca.gov
916-319-0471

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State Superintendent
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