NEW CALIFORNIA STATE POLICIES: IMPLICATIONS FOR DATA AND RESEARCH

Michael W. Kirst, President, California State Board of Education, Professor Emeritus, Stanford Graduate School of Education
• Common Core and Local Control Funding Formula (LCFF) will disrupt and transform databases and trend analysis.

• CST gone and API part of multiple measurement system.

• New local finance system creates local accountability plan, linking resources to 8 outcomes.
• Students should be able to:
  • “understand,” “describe,” “explain,” “justify,” “prove,” “derive,” “assess,” “illustrate,” and “analyze.”

• They also need to be able to:
  • “model,” “construct,” “compare,” “investigate,” “build,” “interpret,” “estimate,” “summarize,” “represent,” and “evaluate.”

• Finally, students should be able to:
  • “extend” and “apply” their learning to a wide range of real world problems, including uses in science, engineering, and technology problems.
• More emphasis on nonfiction and informational reading.

• Draw evidence to support analysis, reflection, and research.

• Incorporate more complex reading in science and history/social studies.

• Should not extrapolate from CST to SBAC.
• Smarter Balanced (SBAC) includes performance, extended response, and multiple choice through computer adaptive engine.

• SBAC creates different clusters and domains of skills and applications.

• State law prohibits linking Smarter Balanced to CST trends.

• SAT, ACT, A-G will align to Common Core.

• New High School Exit Exam may result from computer adaptive engine.
Smarter Balanced will have different “proficiency” levels and concepts (performance exams, teacher scoring).


State Board of Education wary of NCLB waiver requirements during transition.

California will suspend tests in grades 2, 9, and 10, social studies, and most secondary sciences.
EIGHT STATE PRIORITIES

- Compliance with *Williams* requirements
- Implementation of the academic content and performance standards adopted by SBE for ALL students
- Parental involvement
- Pupil achievement
- Pupil engagement
- School climate
- The extent to which ALL pupils have access to, and are enrolled in, a broad course of study that includes core subject areas
- Pupil outcomes, if available, in the subject areas comprising a broad course of study
• Local Control Accountability Plan (LCAP) requires district budgets to link resources to 8 state priorities.

• Does the state supplemental funding for needy pupils go to them?

• LCAP requires school site plans (School Accountability Report Cards (SARC)) (Revised).
Qualitative data about implementation problems are important:

- Local schools may lack capacity/will and adapt state policies.
- Depth of professional development for Common Core is a challenge.
- Effective teaching strategies are unclear even though 73% of teachers support Common Core.
- Longitudinal implementation studies are more positive about local fidelity to state policy approaches.
• Measures of the quality of student class work (e.g., research papers, extended essays, art, and science projects).

• Measures including student course outcomes, especially at the elementary and middle school level.

• Measures that quantify elements of the quality of classroom instruction, student engagement, supports for teachers and families.

• Measures of student academic behaviors and mindsets that are associated with college and career readiness (e.g., persistence, ability to work in teams, effective communication, and “grit”).
To Act Differently We Must Think Differently

Empowerment Model

- Community Involvement
- Local Board Sets Policy
- State Provides Funding
- Local Board Empowers Schools
- Results Reported to Public
- Board Revises Policy
- Focus on Students

Compliance Model

- Policy
- Funding
- Program Rules
- Local Board Implementation
- School Site Performance
- Audits and Compliance Reviews

Source: School Services of California, Inc.
Implementing the Common Core State Standards at the District Level: Ten Key Components

- Student Transitions to Higher Education and Careers
- Capacity Building and Leadership Development
- Communication and Stakeholder Engagement
- Realign Fiscal and Human Resources to Support Implementation
- Technology Support for Instruction, Data, and Assessment
- Align Instructional Assistance and Support Programs
- Align Instructional Materials and Electronic Resources
- Student Learning Feedback Systems and Assessment
- Professional Development for All
- Curriculum and Instruction