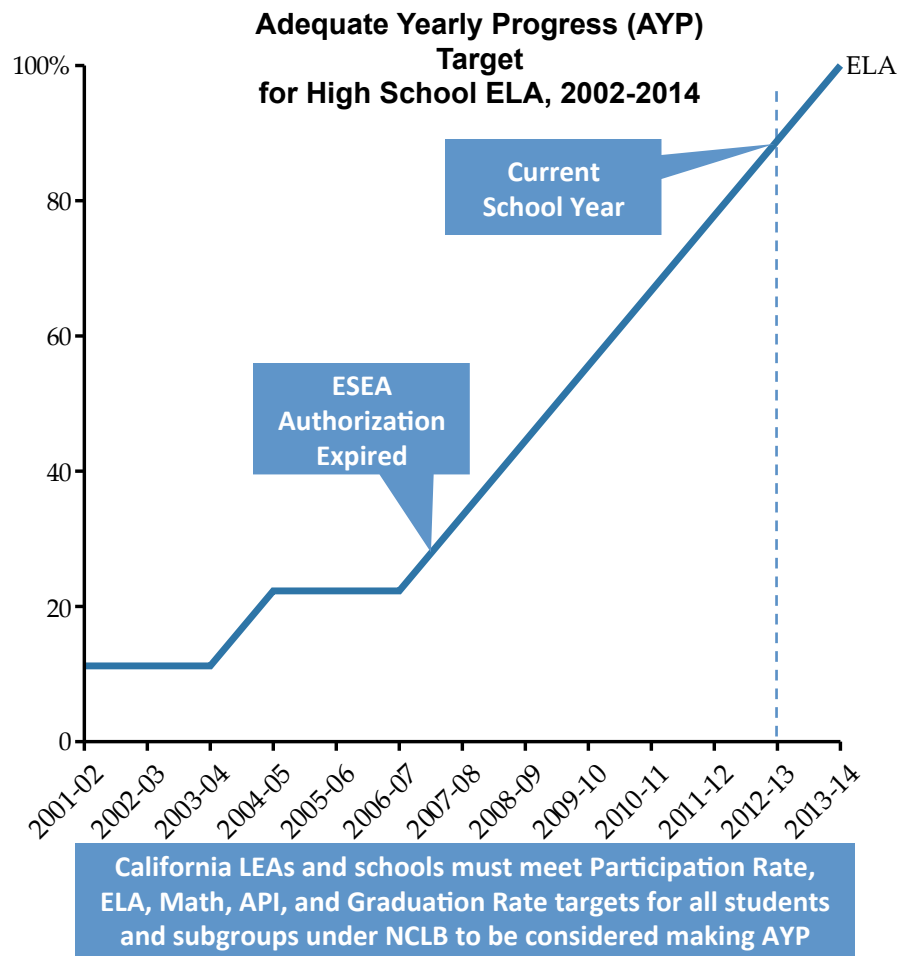OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

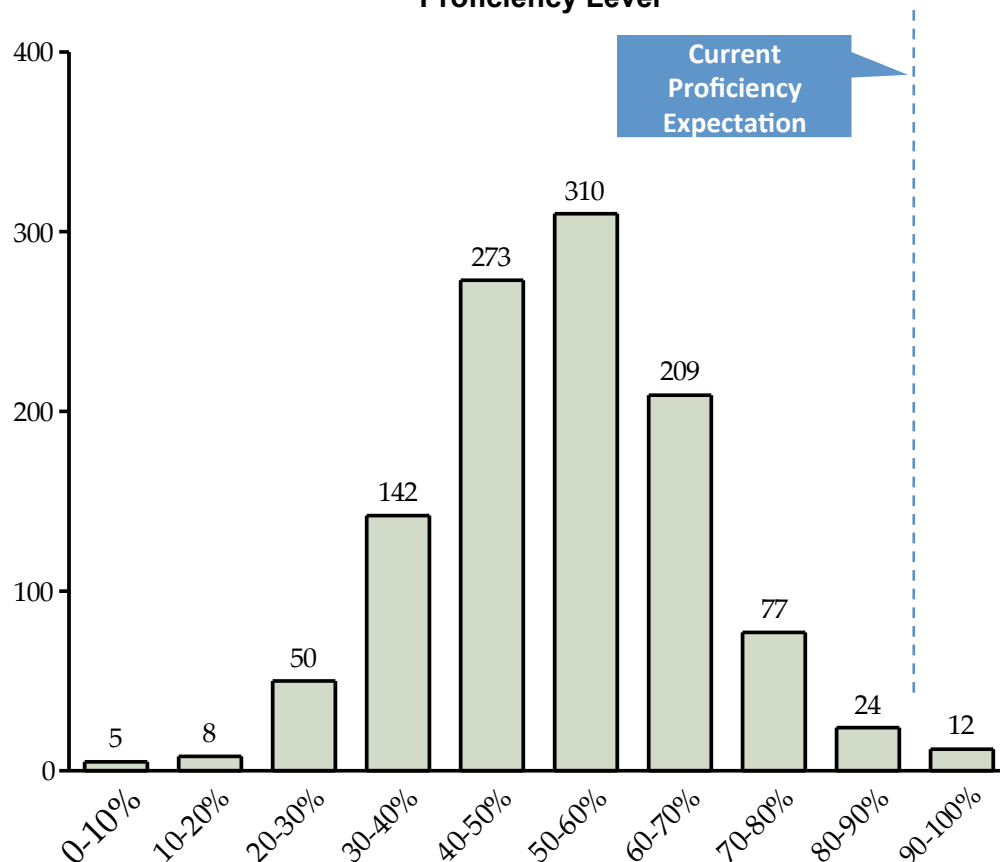# Understanding the CORE Waiver: School Quality Improvement System

Current ESEA (NCLB) law demands 100% proficiency by 2014 with loss of funding and one-size-fits-all interventions for schools that do not meet the target

Adequate Yearly Progress (AYP) Target for High School ELA, 2002-2014

California LEAs and schools must meet Participation Rate, ELA, Math, API, and Graduation Rate targets for all students and subgroups under NCLB to be considered making AYP

- No Child Left Behind (NCLB), formally known as the Elementary and Secondary Education Act (ESEA), mandates that all students be academically proficient by 2014

  - Schools, LEAs (Local Education Agencies), and subgroups must meet these goals to make AYP targets and exit Program Improvement

  - NCLB neglects subjects like social studies, the arts, health, and physical education

  - The penalty for missing AYP is loss of federal funding for schools serving low-income children

- ESEA expired in 2007, and Congress hasn't acted to rewrite or refresh it

- In 2011, the US Education Department told states that they could apply for waivers pending a new law because the current law was "forcing districts into one-size-fits-all solutions that just don't work"
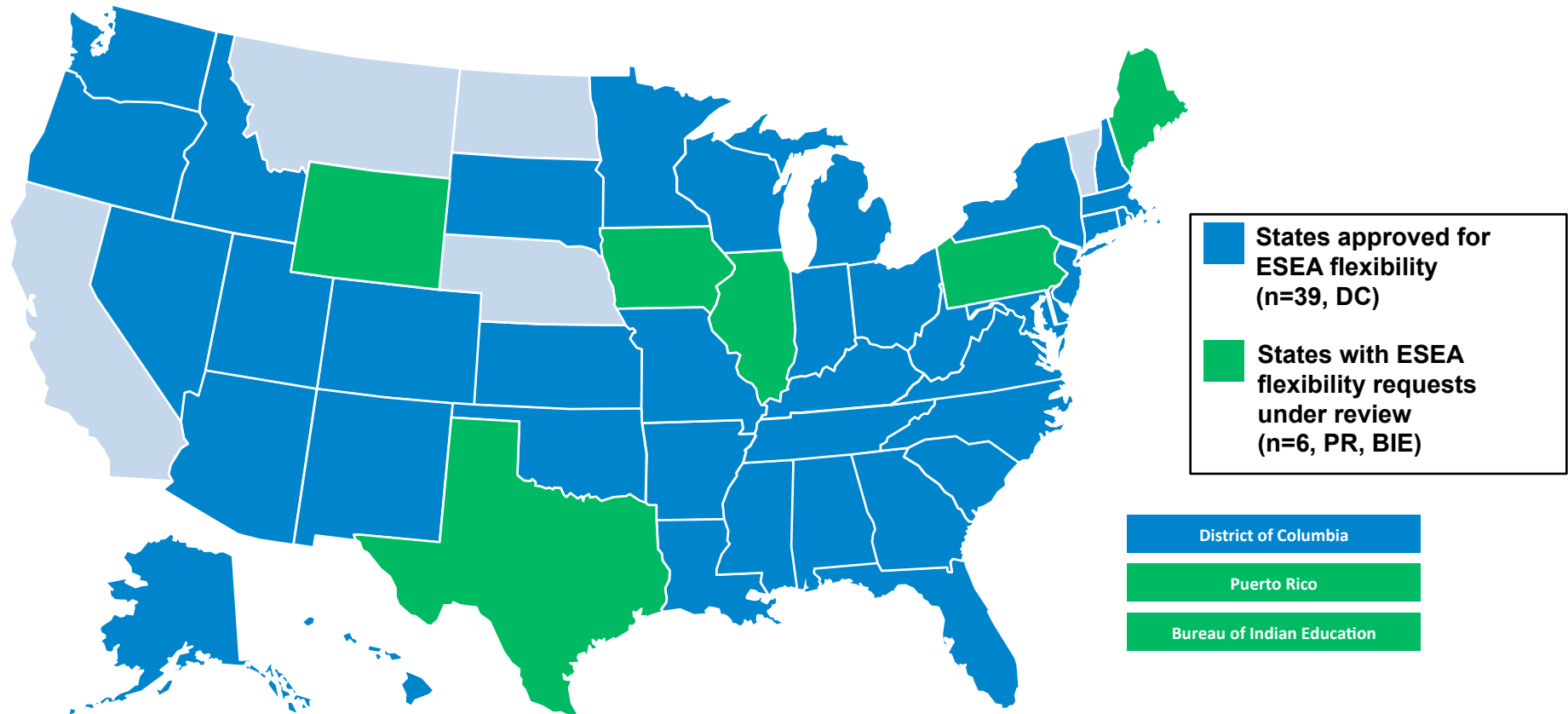
Community Schools, Thriving Students

Source: USED; CDE, NBC News

Schools are far from meeting proficiency targets; without the waiver, all schools will soon fall into Program Improvement Corrective Action

Participating CORE Waiver LEA Title I Schools by Average ELA and Math Proficiency Level

Current Proficiency Expectation

Proficiency Level	Number of Schools
0-10%	5
10-20%	8
20-30%	50
30-40%	142
40-50%	273
50-60%	310
60-70%	209
70-80%	77
80-90%	24
90-100%	12

- Schools, LEAs, and the state must meet <u>all AYP criteria</u> to meet ESEA

- Shortly, all schools and LEAs will miss these ratcheted up targets

  - Title I Schools and LEAs are identified for Program Improvement (PI) if they do not meet AYP criteria for two consecutive years

- If a school or an LEA is designated PI, it must provide certain types of required services and/or interventions during each year it is identified as PI

- In Year 3 of PI, schools and LEAs are subject to onerous sanctions which include:

  - Replacing school staff
  - Extending school year or day
  - Restructuring school organization
  - Implementing new curriculum

Community Schools, Thriving Students

Source: USED; CDE

USED offers a waiver for ESEA requirements; California is one of five states that does not have an approved ESEA Flexibility Waiver or one under review
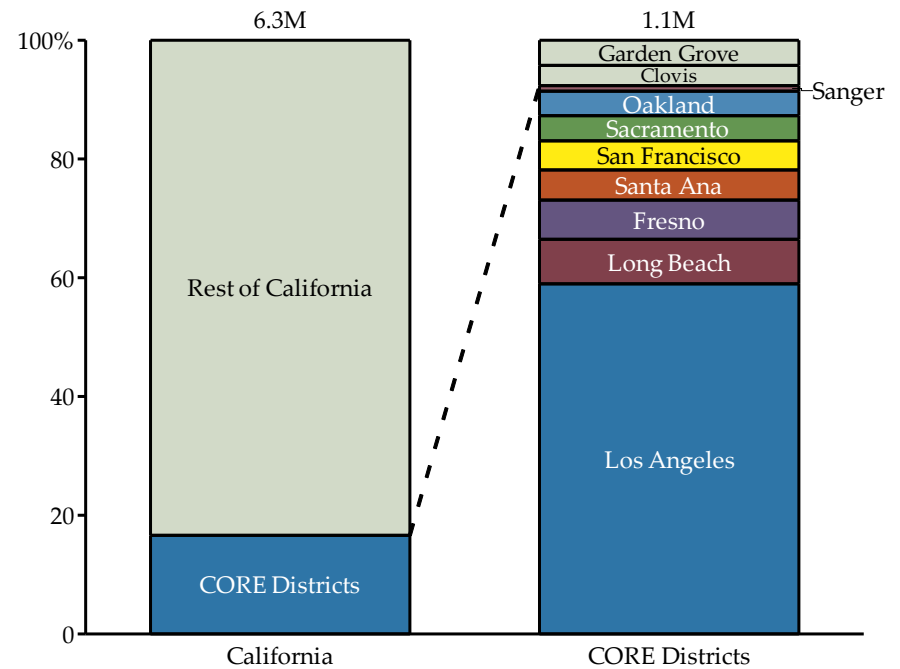

States approved for ESEA flexibility (n=39, DC)

States with ESEA flexibility requests under review (n=6, PR, BIE)

District of Columbia

Puerto Rico

Bureau of Indian Education

Community Schools, Thriving Students

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Who is CORE?

California Office to Reform Education (CORE) is a collaboration among ten California school districts that are working together to significantly improve student outcomes

Together CORE serves more than **one million students** and their families

Number of Students
CORE Districts, SY 2011-2012

6.3M   1.1M

- Garden Grove
- Clovis
- Sanger
- Oakland
- Sacramento
- San Francisco
- Santa Ana
- Fresno
- Long Beach
- Rest of California
- CORE Districts
- Los Angeles

California   CORE Districts

Note: Garden Grove and Clovis are not participating in the ESEA waiver application

CORE's Waiver Goal

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:

1. All students prepared for college and careers
2. Elimination of disparity and disproportionality on multiple measures of student engagement and success.

The CORE Waiver addresses these requirements through four commitments

Waiver Component	Commitment from Participating CORE Waiver LEAs
College and Career Ready Standards	• Implement Common Core Standards in the 2013-14 SY and SBAC (*Smarter Balanced Assessment Consortium*), or PARCC (*Partnership for Assessment of Readiness for College and Careers*) if necessary, assessments, starting in 2014-15
New CORE Accountability Model For Identifying School Supports and Interventions	• Participate in the *School Quality Improvement System*, which includes a CORE-designed holistic accountability model, AMOs (Annual Measurable Objectives), and school designations (e.g., Reward, Focus, and Priority) • Track, submit, and release school-level academic, social-emotional, and culture and climate information
Teacher and Principal Evaluation Incorporating Growth in Student Achievement	• Develop guidelines for the teacher and principal evaluation system by the start of the 2013-14 SY • Implement by 2015-16 (and pilot by 2014-15) a teacher and principal evaluation system that differentiates performances into four tiers and includes, as a significant factor, student growth
Peer-based Monitoring, Review, and Support	• Partner with LEA peers to support and monitor waiver activity implementation • Priority or Focus schools or other schools needing improvement will participate in pairing process with a Reward or exemplar school

Community Schools, Thriving Students

Federal ESEA Waiver requirements aim to drive change through 3 key principles: academic standards, differentiated accountability, and effective leadership

PRINCIPLE 1: COLLEGE- AND CAREER-READY EXPECTATIONS FOR ALL STUDENTS

1A. Adopt College- & Career-Ready Expectations for All Students
1B. Transition to College- & Career-Ready Standards
1C. Develop & Administer Annual, Statewide, Aligned, High-quality Assessments that Measure Student Growth

PRINCIPLE 2: DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

2A. Develop and implement a state-based system of differentiated recognition, accountability, and support
2B. Set ambitious but achievable annual measurable objectives
2C.-E. Identify Reward Schools, Priority Schools, and Focus Schools
2F. Provide incentives and supports for other Title I schools
2G. Build LEA and school capacity to improve student learning

PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTIONAL LEADERSHIP

3A. Develop and adopt guidelines for local teacher and principal evaluation support systems
3B. Ensure LEAs implement teacher and principal evaluation and support systems

Community Schools, Thriving Students

OUSD Strategic Plan

The Community Schools, Thriving Students Strategic Plan calls for:

- Safe, Healthy, and Supportive Schools
- Students Prepared for Success in College and Careers
- High Quality and Effective Instruction
- Building the Full Service Community District
- A District Accountable for Quality

The CORE Waiver, or School Quality Improvement System, aligns federal accountability with our OUSD strategic plan.

Community Schools, Thriving Students

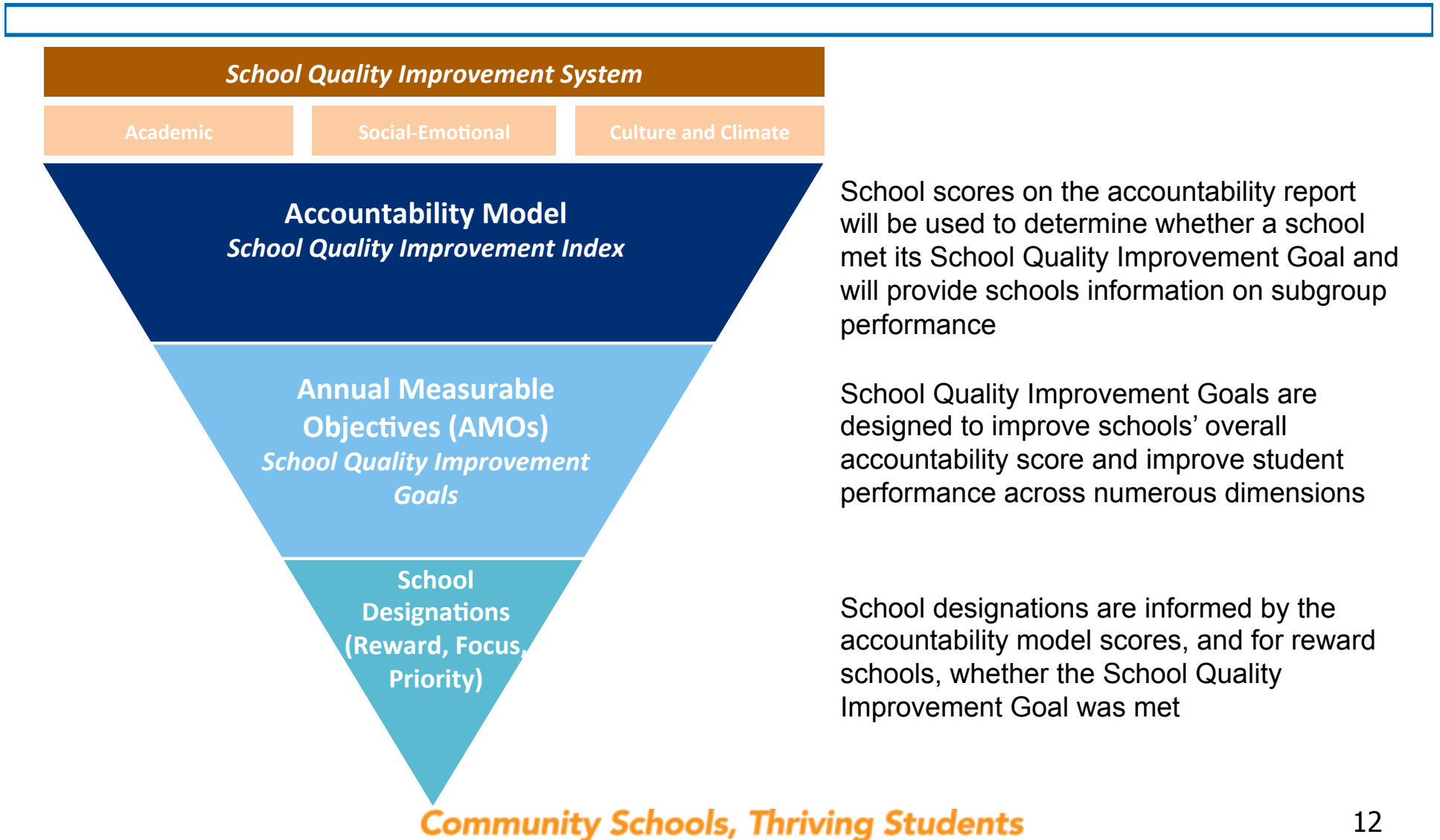# Principle 1: College- and Career- Ready Expectations for All Students

1. Develop district Common Core State Standards (CCSS) instructional plans which include necessary pedagogical shifts for engaging all students to master all standards - with emphasis on meeting the needs of EL (English Learner), SwD (Students with Disabilities), and low achieving students.
2. Identify ELD (English Language Development) benchmarked learning targets within the CCSS and new CA ELD standards.
3. Develop district professional development plan for all teachers aligned to CCSS and SBAC.
4. Engage all teacher leaders in CCSS and SBAC based professional development for preparation of CCSS implementation.
5. Full district transition to CCSS in 2013-14.
6. Agree to fully transition to SBAC assessments in 2014-15.

Principle 2: State Developed Differentiated Recognition, Accountability and Support
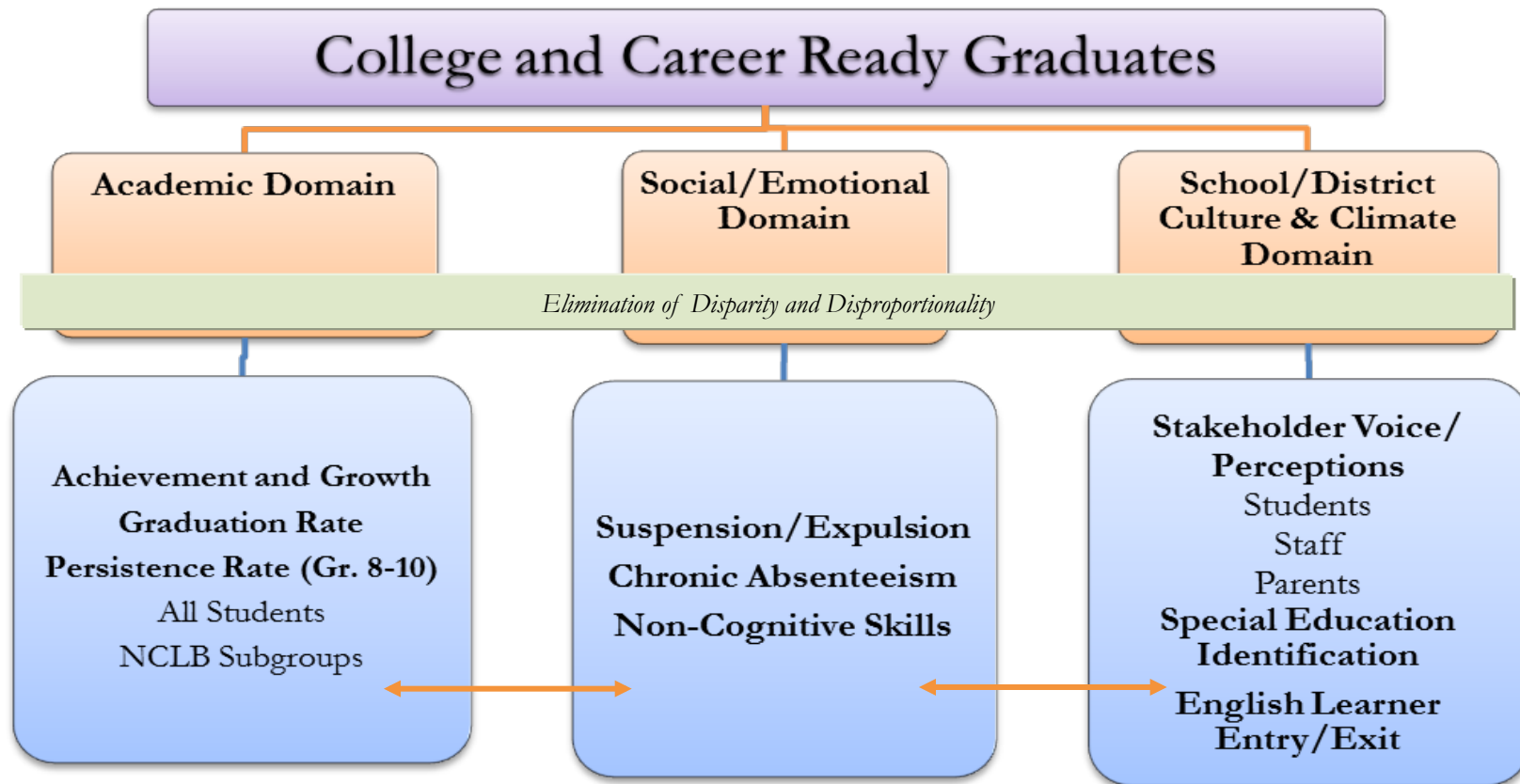
School Quality Improvement Index scores flow to AMO status (School Quality Improvement Goal) and school designations

School Quality Improvement System

Academic	Social-Emotional	Culture and Climate

Accountability Model
School Quality Improvement Index

School scores on the accountability report will be used to determine whether a school met its School Quality Improvement Goal and will provide schools information on subgroup performance

Annual Measurable Objectives (AMOs)
School Quality Improvement Goals

School Quality Improvement Goals are designed to improve schools' overall accountability score and improve student performance across numerous dimensions

School Designations (Reward, Focus, Priority)

School designations are informed by the accountability model scores, and for reward schools, whether the School Quality Improvement Goal was met

Community Schools, Thriving Students

SQII Aligns To Balanced Scorecard

- OUSD has been developing a balanced scorecard tool

- The Balanced Scorecard includes measures of suspension, graduation, and persistence - all likely to be part of School Quality Improvement Index (SQII)

- The Balanced Scorecard also uses survey info for social and emotional learning - likely to be part of SQII

The School Quality Improvement Index provides a more holistic view of school and student performance than under NCLB

	Academic	Social-Emotional	Culture and Climate
NCLB	Performance measured against ELA, Math, API (Academic Performance Index), and graduation rate targets	Not included	Not included
CORE Waiver	Academic performance broadened to include other subjects (e.g., science, history, writing) and other metrics (e.g., growth, 5th and 6th year graduation rates)	Non-Cognitive skills will be included, in addition to measuring absentee and suspension/expulsion rates	Student, staff, and parent surveys included, in addition to Special Ed identification and ELL (English Language Learner) redesignation rates

Research has demonstrated the importance of these factors not only for academic achievement but also life success (e.g., employment, wages, avoidance of risky behavior)

Community Schools, Thriving Students

Priority schools have the most stringent required interventions; Reward schools recognize both high progress and highest-performing schools

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

Community Schools, Thriving Students

Source: U.S. Department of Education

Priority and Focus School Interventions

Priority Schools

Interventions

- 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

Focus Schools

Intervention first steps	Intervention subsequent steps, if necessary

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

Community Schools, Thriving Students

The School Quality Improvement System creates interventions and supports for schools of all performance levels

CORE Pyramid of School Interventions

Tier 3
Intensive Interventions
Priority Schools
(Turnaround Principles)

- Ensure strong school leadership to lead turnaround
- Ensure delivery of effective instruction for all students by all teachers
- Redesign school time to ensure adequate instruction and collaboration time
- Ensure a CCSS aligned instructional program to meet all students' needs
- Guarantee data driven collaboration
- Ensure healthy school environment promoting parent and community engagement

Tier 2
Targeted Interventions
1. Focus Schools
2. Schools that do not achieve School Quality Improvement Goals

- Coaching schools established based on areas of identification, need and strengths (see Schools of Distinction, Priority and Focus descriptions)
- Develop School Improvement Plan with coaching school, employing a method similar to School Quality Review (SQR)
- Review effectiveness of principal
- Redesign school schedules to ensure collaboration time
- Ensure effective instruction is delivered by all teachers for all students
- Ensure focused instruction and progress monitoring for EL, SwD, subgroups and students who are academically deficient
- Ensure healthy school environments

Tier 1
Access and School Quality Improvement Support for All
All Schools within the Waiver

Access to all CORE facilitated:
- Networking
- Data sharing (Accountability & Continuous Improvement Data System)
- Professional development
- Planning and initiative development (CCSS transition and PD plan) development)
- Collaborative needs assessment activities (similar to SQR)

Community Schools, Thriving Students

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Reward, Focus, and Priority Schools 2013-2014

Reward High Performing	Reward: High Progress	Focus	Priority
Lincoln Elementary	Parker Elementary	Bret Harte Middle	Alliance Academy
		East Oakland Pride Elementary	Castlemont High School
		Frick Middle	Dewey Academy
		Fruitvale Elementary	Elmhurst Community Prep
		Lafayette Elementary	Fremont High School
		McClymonds High	Oakland International High
		Oakland High	Reach Academy
			ROOTS International Academy*
			Rudsdale Continuation
			United for Success Academy
			West Oakland Middle

*Designates SIG schools that are both priority and Reward: High Progress

Note: Castlemont and Freemont schools represent multiple smaller schools that have since been consolidated; however, consolidated data is not available for these schools

Community Schools, Thriving Students

Principle 3: Supporting Effective Instruction and Leadership

Implementation Timeline

Build Shared Knowledge and Understanding

Building capacity for new educator evaluation systems

2012-13

Complete

Design

Design new or modify educator evaluation systems aligned to local district contexts

2013-14

In Progress

Pilot and Implementation

Pilot and full implementation of educator evaluation systems

2014-15 / 2015-16

Next Steps
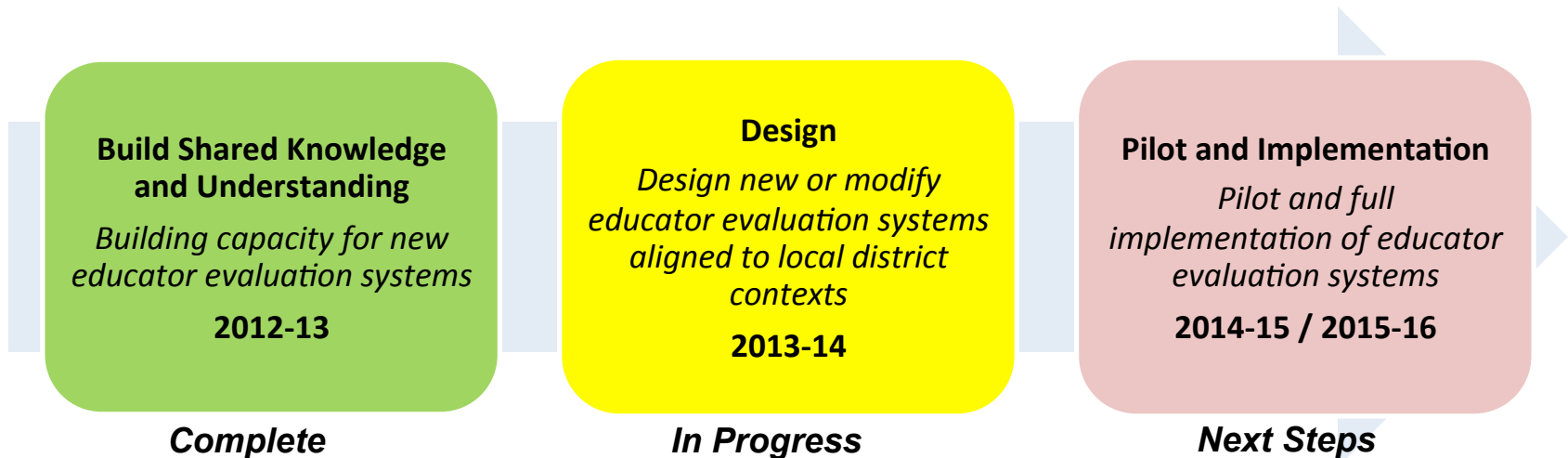
Beginning in Fall 2013, LEAs will enter into a Peer Cycle of Review to ensure progress towards educator evaluation systems that meet School Quality Improvement System requirements and to promote continued collaboration and best practice sharing between LEAs

Community Schools, Thriving Students

Principle 3: Supporting Effective Instruction and Leadership

OUSD/OEA have agreed to three separate performance evaluation pilots for teachers during the 2013-2014 school year:

- Teacher Growth and Development System

- Teacher Effectiveness

- Teacher Excellence Network

Comparison of Three Pilots

	Current OUSD/OEA Evaluation Process	Teaching Effectiveness Pilot	Teaching Excellence Network (TEN)	OUSD Teaching Growth and Development System
Evaluator	• Administrator	• Administrator • Trained Observer	• Administrator • Teacher Colleagues • Families • Students	• Administrator • Trained Observer
Measures	• Observations	• Observations • Student Survey • Peer Survey • Student Achievement	• Teacher Practice (relationships, relevancy, responsibility) • Teacher Growth • Student Feedback • Family Feedback • Peer Feedback • Admin Feedback	• Observations • Teacher Growth (SMARTe Goals) • Student Growth (SMARTe Goals) • Professional Practice Portfolio • Student Survey
Student Learning Measures	• n/a	• Teacher-assessed student achievement data • Student Growth Percentile	• Teacher-assessed student growth • Sample student work—change over time	• Teacher-assessed student achievement data
Teaching Standards	• California Standards for Teaching Profession	• The College Ready Promise Framework	• Urban Teacher Quality Index (UTQI)	• OUSD Effective Teaching Framework
# of observations	• 3-5	• 6	• 3-5	• 6-10
Length of observations	• 30+ minutes	• 2 long • 4 short	• Admin: 3 long (30+ minutes) • Select colleague: 2 long (30+ minutes)	• 2 long (30 minutes) • 4+ short (15 minutes)
Professional development/support	• n/a	• Professional Development Plan • Individualized coaching • TCRP Framework certification/training	• Customized professional growth plan (based on feedback on practice) • TEN online resource bank • Peer to peer inquiry groups	• SMART Goals and Professional Action Plan (based on preliminary observation and student data) • Peer Observation Cycle (non-evaluative) • OET Framework certification/training

Community Schools, Thriving Students

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Principal Evaluation Pilot

- Based on three years of work by the Leadership Task Force building the "eight dimensions" of leadership.

- Collaborative effort with principals who have volunteered and United Administrators of Oakland Schools (UAOS)

Stakeholder Engagement – Staff

- Principals
- Teachers
- Classified Staff
- District Leadership
- Union Leadership

Examples:
- All Admin Meetings
- Principal PD
- Teacher PD
- Joint Study Committee
- Video Overview
- All Staff Survey
- Negotiations

Stakeholder Engagement – Families

- Parents
- Students
- Parent/Student Groups (PTA, SSC, DAC, DELAC, ELAC, ACC, etc.)

Examples:

- Information packets
- Common Core presentation nights
- CORE overview at SSC and other committees
- Video overview
- Surveys
- Parent and student focus groups

Stakeholder Engagement – Community

- Community-Based Organizations
- Public Agencies
- Afterschool Providers
- Collaboratives and Advisories
- Elected Officials
- Faith Communities

Examples:
- Online feedback tools
- Incorporate into meetings
- Bi-annual town hall meetings on implementation
- Provide media with information

Title I Set Asides

Large Categories of Allowable Title I Expenditures

1. School Interventions for:
   - Priority
   - Focus
   - Other Title I Schools
   - Low-Achieving Student Groups (SwD, ELL, low-achieving)
2. Support for school partnering teams – Priority, Focus (optional)
3. Support for communities of practice
4. Waiver implementation at the LEA level
5. CCSS implementation and assessment transition in Title I schools
   - Extending STEM programs in Title I schools
6. Stakeholder outreach and engagement
7. Transportation to support school-choice (if district chooses)

Community Schools, Thriving Students

Title 1 Set Aside-Under Construction
Stakeholder Engagement

- Facilitate a Parent Leadership Community to inform the development and implementation of a district Toolkit for family engagement

- Develop a district Toolkit, with the support of parent leaders, for parents on Common Core and College and Career.

- Develop a parent leadership community of Common Core ambassadors

Title 1 Set Aside-Under Construction
College and Career Readiness

- Common Core Mini Leadership Institute for new principals and principals of Priority and Focus schools. Principals can also invite leadership team members.

- Develop a set of tools to increase teachers' capacities to engage English Language Learners, Students with Disabilities, and African American students with Common Core curriculum.

Community Schools, Thriving Students

Title 1 Set Aside-Under Construction

Differentiated Recognition, Accountability, and Support

- Identify and reward a set of OUSD Schools that have increased the rate of literacy gains and have established a strong reading culture. These schools will serve as learning labs for Priority and Focus schools.

- Improve student performance in targeted areas through intensive support for school planning.

Title 1 Set Aside-Under Construction
CORE Pairings

- Facilitate the successful use of the CORE pairing strategy with OUSD schools.

- OUSD priority and focus schools will participate in the CORE pairing.

Reading Reward Schools

- Coliseum College Prep Academy
- EnCompass Academy
- Greenleaf Elementary
- Madison Park Upper Campus
- Urban Promise Academy

- **Purpose**: To reward schools that have significantly improved reading and have a strong schoolwide reading culture. They will codify and share promising practices.

Literacy Framework for School Sites

Components

- Response to Intervention
- Scholastic Reading Inventory
- Master Schedule
- Leadership Moves
- Essential Structures to Support Content Area Literacy
- Balanced Approach to Literacy

Literacy Framework for School Sites

Components

- Reading Specialist Responsibilities
- Site Literacy Coach Responsibilities
- Conditions for Effective Site Coaching
- Independent Reading
- Parent Engagement
- Shared Reading

2013 – 2014

- **Reading Reward Schools:**
  - Describe their practices related to the Literacy Framework
  - Identify tools or artifacts to share
  - Plan and implement sharing sessions
- **Priority, Focus and other Title I Schools:**
  - Attend sessions
  - Visit selected Reading Reward Schools
  - Adapt/adopt new strategies

MORE Information

- Additional information on CORE Waiver can be found at: http://coredistricts.org/core-esea-waiver/

- Additional information on Reading Reward, please contact Nancy Lai, Literacy Specialist at (510) 336-7586 or nancy.lai@ousd.k12.ca.us