

NCLB Waiver for CORE Districts

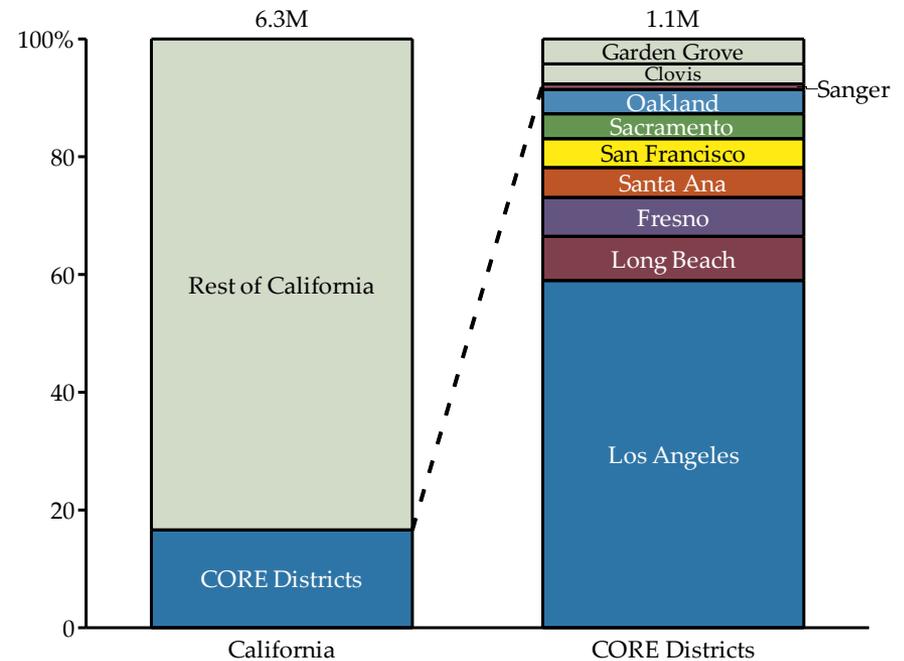
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Who is CORE?

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 districts serve more than **one million students** and families

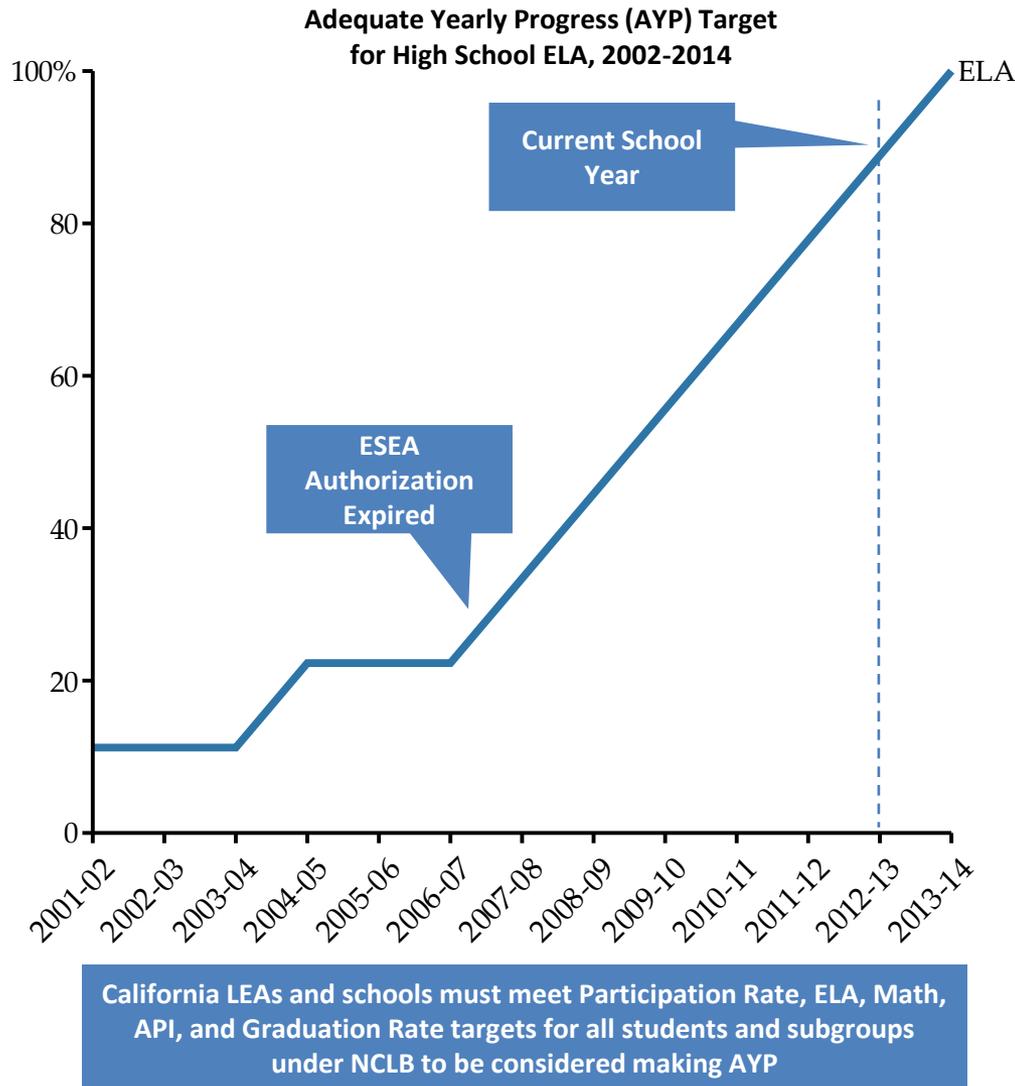
**Number of Students
CORE Districts, SY 2011-2012**



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



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



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



How does this support LAUSD, specifically?

- 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 factors and school culture and climate factors
 - captures positive or negative changes in school achievement gaps
 - invites shared responsibility of accountability across and within districts

Previous System

PI Status Triggers Actions

- Notifications to families about PI status and subsequent sanctions

No flexibility for SES and NCLB-PSC funds

- NCLB-PSC transportation- all families eligible who attend PI schools
- SES programs are offered by state-approved vendors

Limited Accountability System

- Based on AYP and API, most Title I schools are identified as PI.

New System (effective 2013-14)

PI Status is not actionable

- No requirement to release notifications and act based on PI status

Flexibility in use of SES and NCLB-PSC funds

- Students accepted for transport this year will receive transportation
- Funding for academic supports will be re-directed to identified Title I schools to provide services for struggling students
- Structured professional development for identified schools

Improved Accountability System

- Fewer schools identified.
- Over time, identification will include “non-cognitive” factors
- Public notification of school status under new accountability system.

Three Principles of the Waiver



Principle I	Principle II	Principle III
College- and Career-Ready Expectations for All	Differentiated Recognition, Accountability and Support	Supporting Effective Instruction and Leadership

Principle I: College- and Career-Ready Expectations



CORE CCSS Transition Timeline

Building Shared Knowledge and Understanding

*Building capacity for
transition to CCSS*

2011-12/2012-2013

Complete

Full Implementation

Implementing the CCSS in
all classrooms

2012-13/2013-2014

In Progress

SBAC Assessment

Assessing CCSS with SBAC

2014-2015

Next Steps

Districts will prepare for full implementation of the CCSS in the 2013-2014 school year through continued stakeholder engagement and district-led PD

Principle: II School Quality Improvement Index

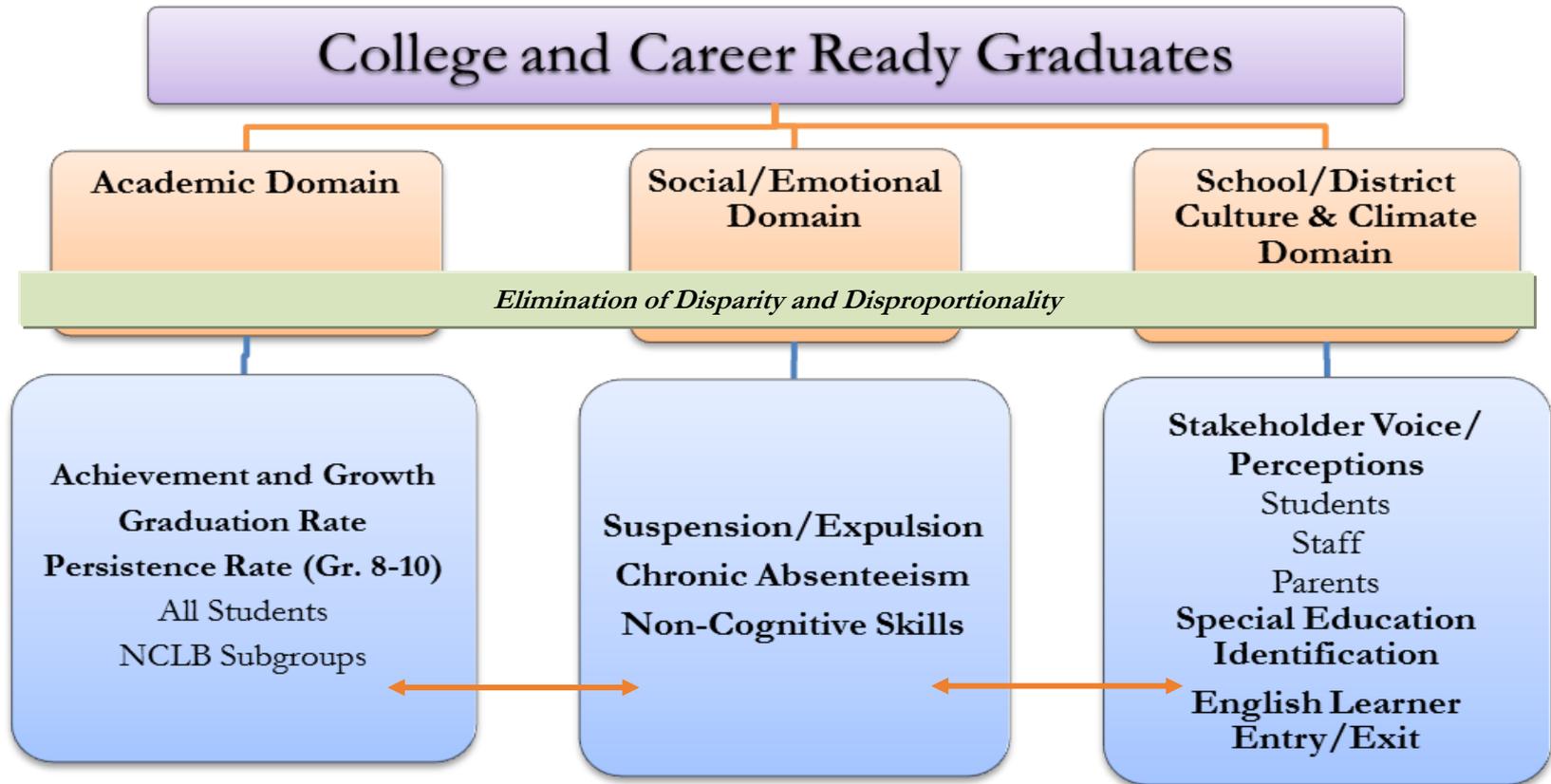


	Academic	Social-Emotional	Culture and Climate
NCLB	Performance measured against ELA, Math, API, and graduation rate targets	Not included	Not included
CORE Waiver	Academic performance broadened to include other subjects (e.g., science, history, writing) and other metrics (e.g., growth, 5 th and 6 th year 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 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)

Principle II: Accountability System Measures





Schools Identified by CORE

Reward (64 Schools)	Focus (74 Schools)	Priority (27 Schools)	Other Title I that did not meet AMO and bottom 30% API within CORE (40 Schools)
55 Elementary	30 Elementary	3 Elementary	21 Elementary
3 Middle	14 Middle	12 Middle	6 Middle
5 High	27 High	12 High	12 High
1 Span	3 Span		1 Span

Transition to School Quality Improvement Index (SQII)

Implementation Timeline

Transition

Accountability Score will be based on Academic Domain

Begin collecting social-emotional and culture/climate in order to set a baseline for future measurement

2013-14

School Quality Improvement Index Partial Implementation

Introduce Socio-Emotional & Cultural Factors

Growth in academic performance excluded during 1st year of SBAC/PARCC implementation

2014-15

Full Implementation

School Quality Improvement Index fully implemented with all factors fully measured and considered

2015-16 & Beyond

PRINCIPLE III: Participating districts have flexibility to design an educator evaluation system in partnership with key stakeholders within the parameters of full implementation in 2015-2016



Implementation Timeline



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

Principle III: Teacher and Leadership Effectiveness

CORE Waiver requirement	LAUSD Status
<i>Design new or modify educator evaluation systems aligned to local district contexts in 2013-14; design elements include:</i>	
a. Rubrics are aligned to the pedagogical shifts required by the Common Core State Standards and the six components of CORE’s Common Educator Effectiveness Guidelines	Complete – The LAUSD Teaching and Learning Framework and School Leadership Framework reflect both CCSS as well as the CORE guidelines 
b. Includes observation of teaching practice and examination of artifacts	Complete – Observation of Practice measure has been designed, piloted, and is in full implementation 
c. Includes evidence of professional contributions by teachers	In Progress – Included in the Teaching and Learning Framework; a “Contributions to School Community” measure being piloted 
d. Includes a student growth model for teacher growth and evaluation	In Progress – Objectives include one based on student data; untested subjects still being refined 
e. Ensure data collection with sufficient frequency to provide a basis for evaluation	Complete – TGDC includes at least two formal observations and three informals 
f. Employ ratings that meaningfully differentiate among teacher and leader effectiveness using at least four categories	In Progress – Observation measure employs four performance levels for teachers and the final evaluation rating levels are being negotiated for teachers and leaders 

Principle III: Teacher and Leadership Effectiveness

CORE Waiver requirement	LAUSD Status
Engage key stakeholders and bargaining units in dialogue around designing or revising educator evaluation systems	Ongoing 
Pilot educator evaluation system by 2014-15	Complete – Initial Implementation Phase TGDC pilot in 2011-12 and additional training, practice, and program improvements in 2012-13; School Leader pilot in 2013-14 
Track and report the aggregate distribution of teachers and principals by performance level data no later than the 2014–2015 school year.	Complete – Human Resources and Talent Management track performance data; Human Capital Data Warehouse on track to further enhance tracking and reporting capacities 
Full implementation of educator evaluation systems by 2015-16	In Progress – Full implementation of TGDC observation measure in 2013-14; other measures and a School Leader Growth and Development Cycle to be added 

The waiver and executive summary are available online:

<http://coredistricts.org/>



Send questions to corewaiver@lausd.net