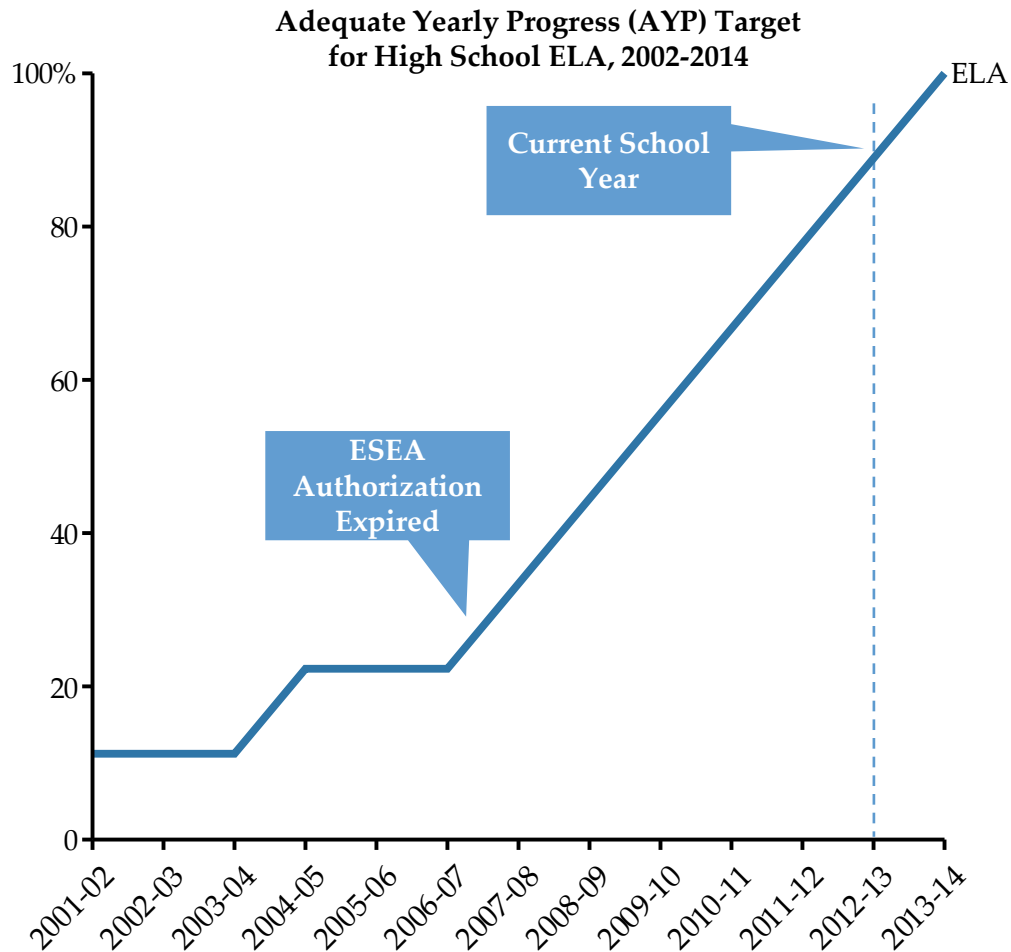


# CORE ESEA Waiver Resubmission Summary

May 2013

# 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

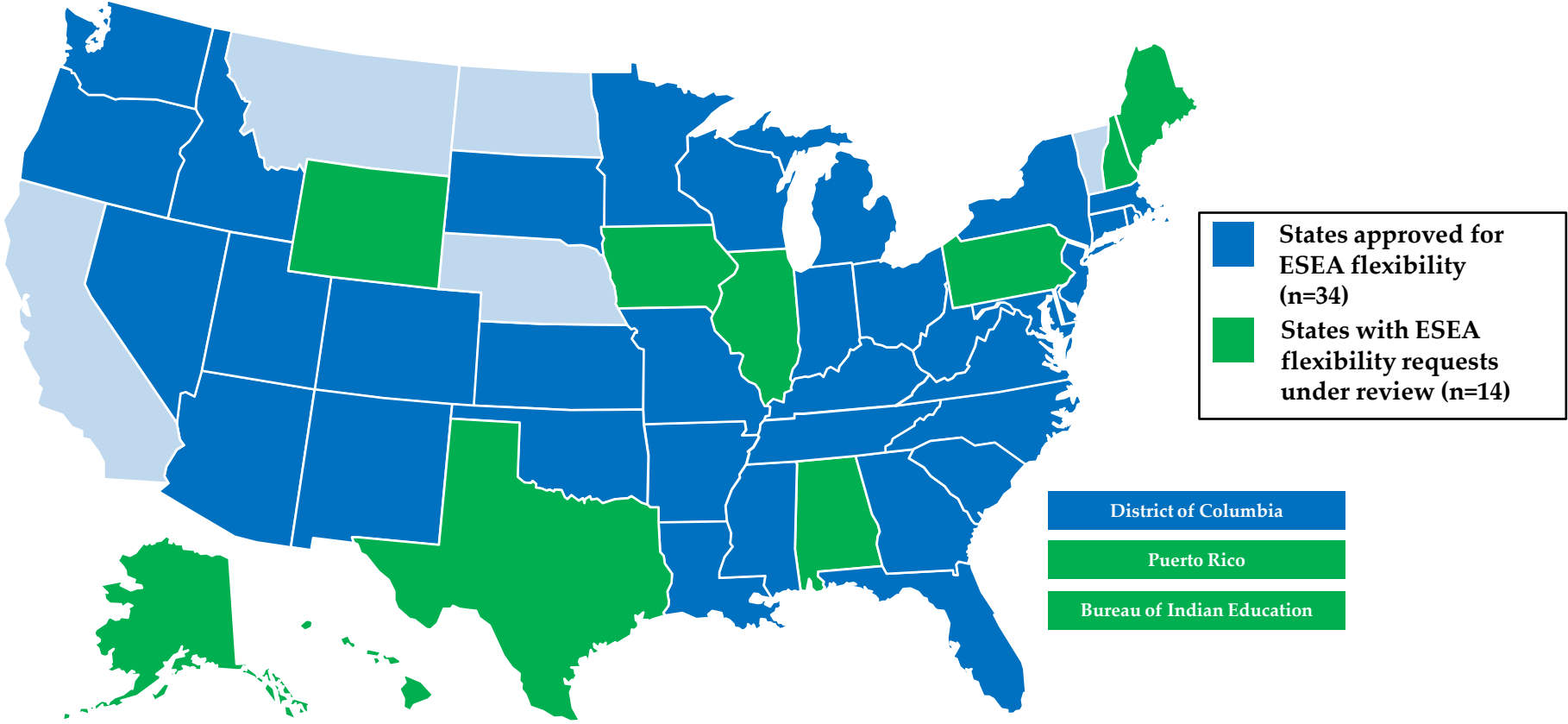


- No Child Left Behind (NCLB), formally known as the Elementary and Secondary Education Act (ESEA), mandates that all students are academically proficient by 2014
  - Schools, LEAs, and subgroups must meet these goals to make AYP targets and exit Program Improvement
  - NCLB neglects subjects like social 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"

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



# 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



# 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 measure of student engagement and success.

# The large achievement gaps in CA's student subgroups are a call to action: Change is needed to address this disproportionality, as the status quo is not working

California's population of historically underperforming subgroups is large

- "At more than 6 million students, California's public school population is enormous. It is also enormously diverse. In its schools, **the state has a majority of minorities, with Hispanics/Latinos making up the largest student group**"
- "More than **one in five children in California live in poverty, and nearly half of all K–12 students participate in the federal free and reduced-price meal programs** offered in schools to students from low-income families"
- "In addition, **one quarter of California's K–12 students are English learners**"

—EdSource, "The Achievement Gap in California"

California's subgroups underperform from starting KG to entering college

- "On the National Assessment of Education Progress (NAEP) and California's own standards-based tests (CSTs), poor students, **African Americans and Latinos, and English learners are over-represented among students scoring at the lowest levels and under-represented 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**"
- "Because African Americans and Latinos in California represent disproportionate numbers of children living in poverty, they are also more likely to begin school at a disadvantage"

—EdSource, "The Achievement Gap in California"

An ESEA waiver can help Participating LEAs address the problem of disproportionality among California's student population by highlighting schools with large achievement gaps and providing targeted interventions



# CORE Waiver LEAs have agreed to lower subgroup N-size to 20, increasing accountability for a significant number of additional students

## Additional Students Counted Under N $\geq$ 20 Recommendation, California (all districts)

Based on 2005-2006 student figures

Subgroup	Students Counted Under Current N-Size (N $\geq$ 100 or 15% of students)	Students Counted Under Recommended N-Size (N $\geq$ 20)	Additional Students Counted	% Increase in Students
SWDs	117k	155k	38k	33%
SED	2,037k	2,095k	58k	3%
ELLs	1,117k	1,270k	153k	14%
African American	179k	274k	96k	54%
Asian	209k	292k	83k	40%
Filipino	27k	71k	44k	160%
Hispanic	1,818k	1,881k	63k	3%
Native American	1.6k	7.9k	6.2k	392%
Pacific Islander	0.2k	4.4k	4.2k	2187%
White	1,073k	1,151k	79k	7%

## State ESEA Waivers With Lowered N-Sizes

State	Original N-Size	New N-Size
Arkansas	40	25
Connecticut	40	25
Delaware	40	30
Idaho	34	25
Mississippi	40	30
Nevada	25	10
North Carolina	40	30
Rhode Island	45	20
South Carolina	40	30
South Dakota	25	10
Virginia	50	30
Washington	30	20
Wisconsin	40	20
<b>CORE Waiver LEAs</b>	<b>100</b>	<b>20</b>



# There are four key commitments of the CORE waiver

## Waiver Component

## Commitment from Participating CORE Waiver LEAs

### College and Career Ready Standards

- Participating LEAs commit to Common Core Standards and SBAC (or PARCC) assessments

### New CORE Accountability Model For Identifying School Supports and Interventions

- LEAs will participate in the CORE-designed holistic accountability model, AMOs, and school designations (e.g., Reward, Focus, and Priority schools)
- LEAs will track, submit, and release school-level academic, social-emotional, and culture and climate information

### Teacher and Principal Evaluation Incorporating Growth in Student Achievement

- LEAs commit to implementing by 2015-16 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

- LEAs designated as Priority or Focus schools or other schools needing improvement will participate in pairing process with a Reward or exemplar school
- Schools may participate in appropriate Communities of Practice, which are mandatory for schools which do not meet AMOs



# The CORE Waiver seeks to establish a holistic school performance system and with tailored support for schools and LEAs

## Goals

The CORE accountability model seeks to:

- Establish a holistic school performance system that values multiple measures of student success across academic, social-emotional, and culture-climate domains
- Provide schools, teachers, and administrators clear, in-depth feedback on areas of strength and those in need of improvement to improve outcomes for students
- Create a collective ownership structure within schools, districts, and the CORE network in which teacher, staff, and administrator collaboration and shared responsibility for student outcomes are primary drivers of accountability
- Increase and restore student, parent, and community confidence in all CORE network schools

## Usage

CORE seeks to apply these goals to the differentiated accountability, recognition and support framework required through the ESEA waiver:

- A school-level accountability model that clearly evaluates schools on student achievement, subgroup performance, and graduation rates;
- Annual measurable objectives (AMOs) that are used to design targeted interventions and rewards; and
- A school designation system that identifies and outlines rewards for high performing or high-progress “reward” schools, and interventions for severely underperforming “priority” schools or “focus” schools with persistent achievement gaps
- LEAs will use this holistic, detailed information to inform school self assessments, professional learning community topics, and school partner pairings to drive tailored interventions and school support





# CORE Accountability Structure

## College and Career Ready Graduates

Academic Domain

Social/Emotional  
Domain

School/District  
Culture & Climate  
Domain

*Elimination of Disparity and Disproportionality*

**Achievement and Growth**

All Students

NCLB Subgroups

Gaps

Graduation Rate

Persistence Rate

grades 8-11

**Suspension/Expulsion**

Chronic Absenteeism

Non-Cognitive Skills

**Stakeholder Voice/  
Perceptions**

Students

Staff

Parents

Special Education

Identification

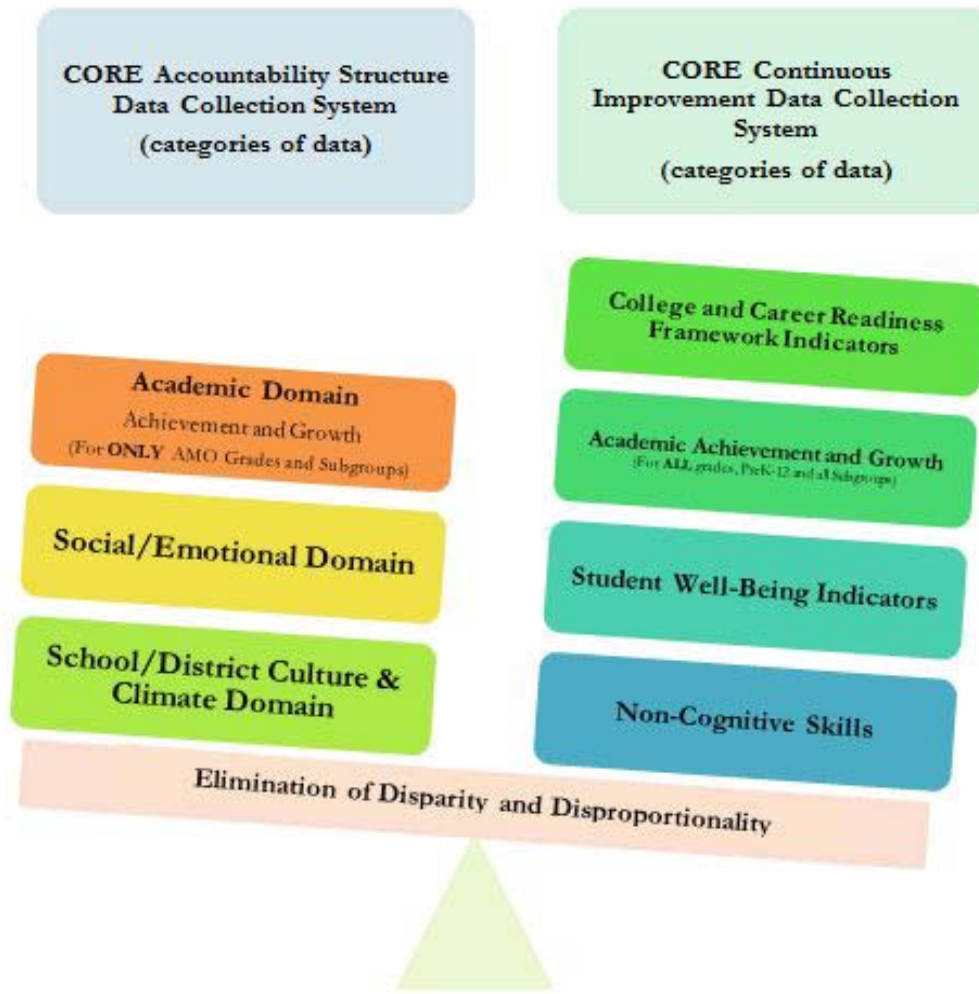
English Learner  
Entry/Exit



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# CORE Dual Data Collection and Information System



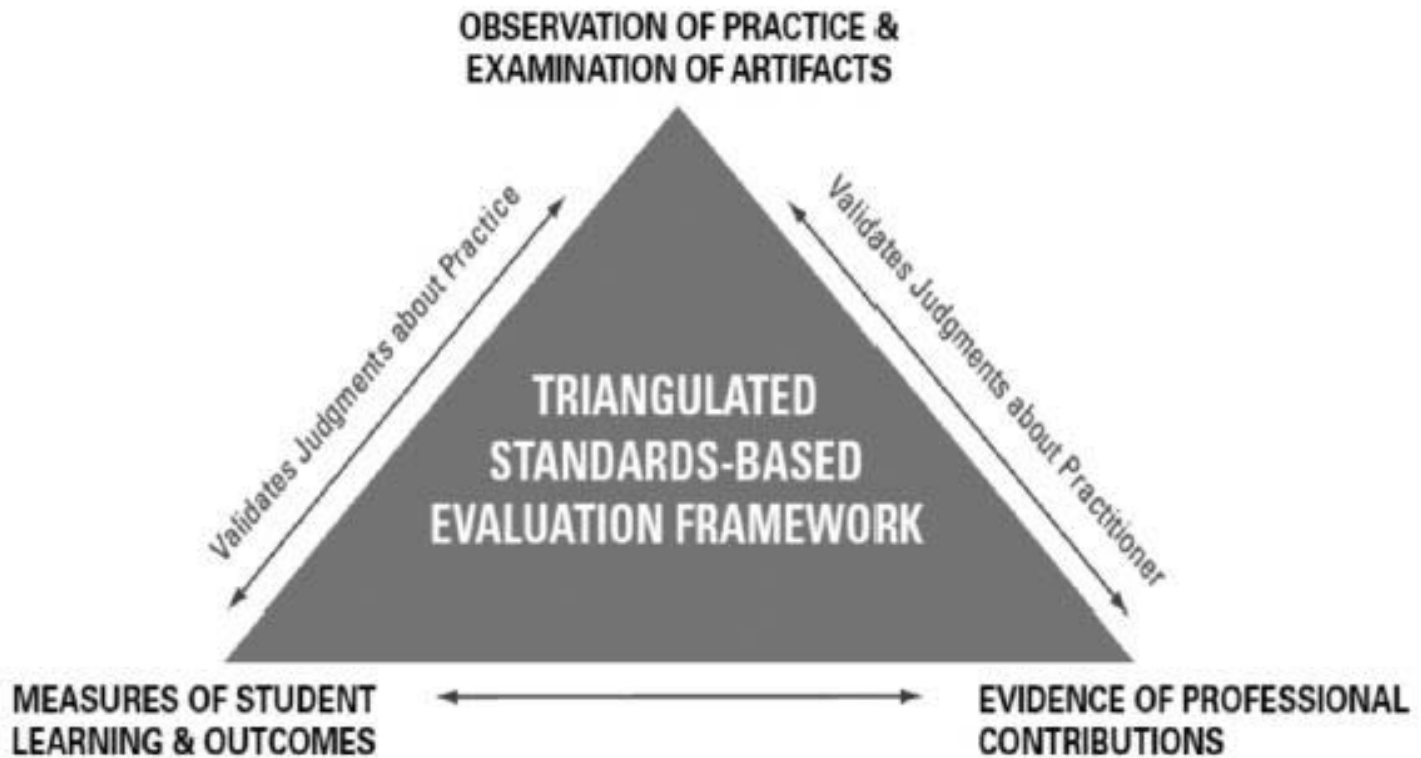
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# The CORE Waiver system provides for targeted interventions as opposed to one-size-fits-all requirements of NCLB Program Improvement

	California	CORE Waiver
<b>Nature of Interventions</b>	<ul style="list-style-type: none"><li>Interventions are the same for each school and LEA in a given year of Program Improvement</li></ul>	<ul style="list-style-type: none"><li>Required interventions are targeted based upon school needs (e.g., achievement gap, low grad rate)</li></ul>
<b>Support Available</b>	<ul style="list-style-type: none"><li>System is one of top-down compliance and does not include cross-school/LEA collaborations</li></ul>	<ul style="list-style-type: none"><li>LEAs partner with peers to jointly work through implementation of initiatives (e.g., CCSS, teacher and principal evaluation system)</li><li>Lower-performing schools partner with exemplar school based upon area of focus</li></ul>
<b>Evaluation</b>	<ul style="list-style-type: none"><li>Schools and LEAs must progress through PI interventions without the flexibility to assess whether they are working well for their context</li></ul>	<ul style="list-style-type: none"><li>LEA and school partners hold each other accountable, partner to solve targeted problems together, and will notify CORE if peer falls out of good standing</li></ul>

# Teacher & Administrator Evaluation Framework



Adopted from *Greatness by Design*,  
State Superintendent of Public Instruction Tom Torlakson's Taskforce on  
Educator Excellence, September 2012

# Teacher & Principal Evaluation and Support Systems

1

Student growth integrated through a “trigger” system

- Similar to the Massachusetts model, misalignment between teacher/administrator professional practice and student performance will initiate dialogue between teachers and administrators to identify why a discrepancy between scores exists, followed by a 1 year improvement plan

2

Student growth as a defined percentage

- Student growth will represent a minimum of 20% of teacher and principal evaluation calculations

Any negotiated lawsuit or court order will supersede the requirements for student growth per the CORE Waiver

CORE LEAs will choose will between both options in order to allow LEAs flexibility to maintain current systems that already meet USED requirements, while ensuring rigorous models and consistency across all participating districts



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# Nine CORE LEAs have signed on to the CORE Waiver; other LEAs will have the option to join onto the Waiver annually

## CORE ESEA Waiver Participants



## Timeline for Joining Waiver

- This year, LEAs will have a short window over the summer to sign onto the CORE waiver
  - We expect to hear back from USED around June 30th and expect LEAs will have until ~July 15th to participate
  - Additional detail will be forthcoming depending on timeline from USED
  - LEAs will need to have completed a thorough consultation with stakeholders prior to joining
- An annual enrollment period will allow LEAs to join the CORE Waiver by April 15<sup>th</sup> of each subsequent year

# How can CA Districts that are not in CORE participate in the Waiver?

Once the Waiver is approved, CA Districts may:

1. Officially request the following waivers from the US DOE (page 12 of the CORE ESEA Waiver Application\*)
2. Agree to the US DoE assurances (page 13 of the CORE ESEA Waiver Application\*)
3. Sign MOU with CORE (Appendix A. page 86 of the CORE ESEA Waiver Application\*)

\*CORE ESEA Waiver Application is located @  
<http://coredistricts.org/wp-content/uploads/2013/02/CORE-ESEA-Flexibility-Request.pdf>





# Questions?