



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**



**POLICY
ANALYSIS FOR
CALIFORNIA
EDUCATION**

PACE



- 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.



COMMON CORE STANDARDS – MATH

- 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.

The image shows the top portion of the California State Capitol building, featuring its iconic dome and classical architectural details like columns and statues. The building is set against a clear blue sky with some light clouds. Dark green trees are visible on the left and right sides of the frame, partially obscuring the building's edges.

COMMON CORE STANDARDS – ELA READING

- 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.



COMMON CORE POLICY ALIGNMENT CHANGES ASSESSMENTS

- 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.



TEACHER EVALUATION BECOMES MORE PROBLEMATIC

- Smarter Balanced will have different “proficiency” levels and concepts (performance exams, teacher scoring).
- No assessment trend line during Common Core transition: 2013 – 2016/17.
- 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).



POLICYMAKERS WILL NEED IMPLEMENTATION DATA SOON

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.

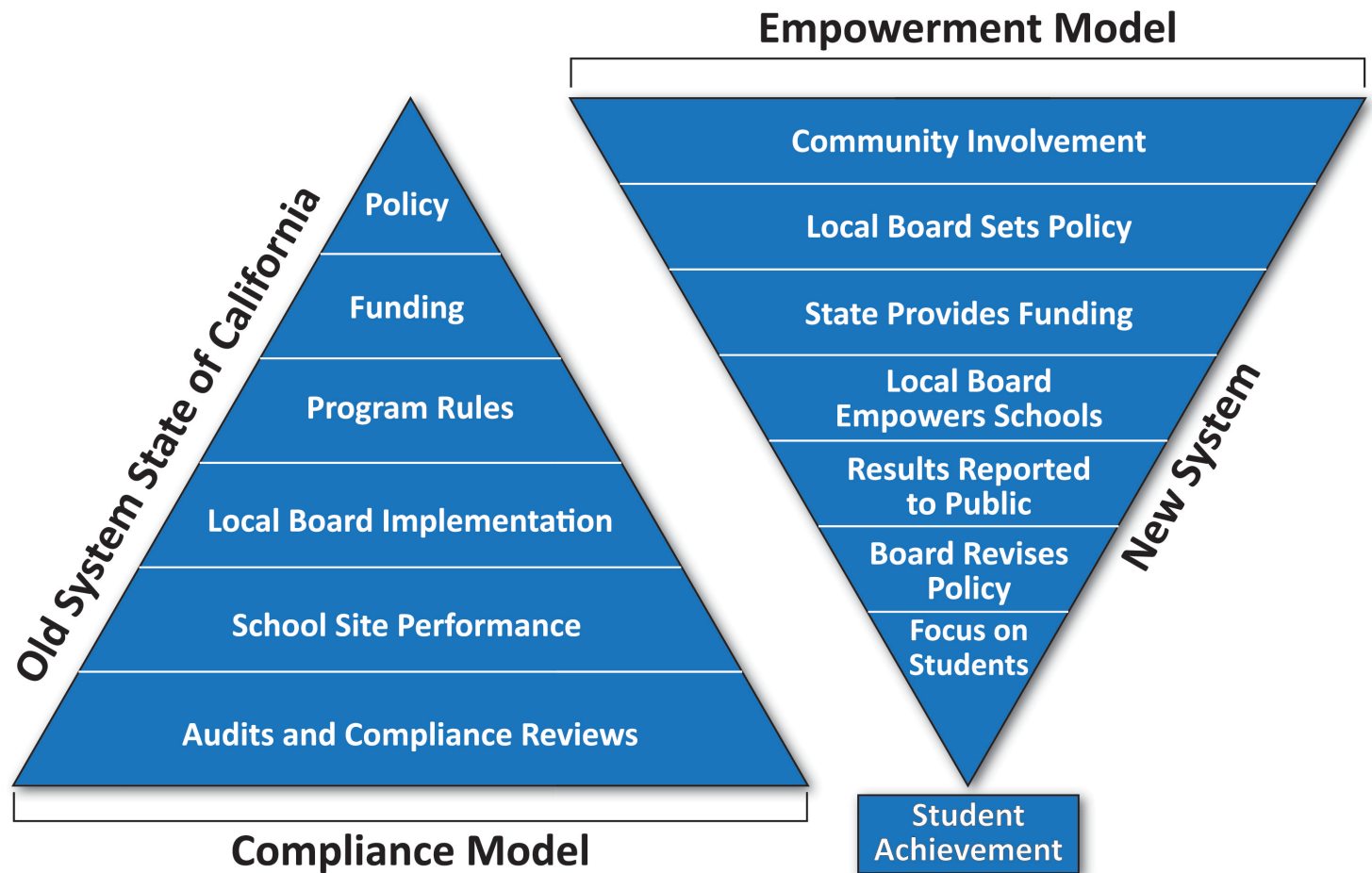
The top of the slide features a photograph of the New York State Capitol building, showing its iconic dome and classical architectural details. The building is set against a clear blue sky with some light clouds. The image is partially framed by dark green trees on the left and right sides.

NEW DATA FOR NEW YORK CITY PILOT

- 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





Implementing the Common Core State Standards at the District Level: Ten Key Components



Source: From *Leadership Planning Guide: California – Common Core State Standards and Assessments Implementation*. Copyright 2013 (First Edition), by California County Superintendents Educational Services Association (CCSESA).