Common Core State Standards: Statewide Summary of Results from the Implementation Survey, Leadership Guide, and Implementation Strategies

Presented to the State Board of Education

November 6, 2013

CCSESA
California County Superintendents
Educational Services Association

Sacramento County
Office of Education

*For the Consortium for the Implementation of
the Common Core State Standards*

Common Core State Standards Implementation Survey: Statewide Summary of Results

CCSS Implementation Survey
Background and Purpose

- Gather information about school district's implementation of the Common Core State Standards (CCSS) in nine areas

- Synthesize information into clear, concise, and actionable data for state policy makers

- Provide feedback to County Offices of Education (COEs) about the level of implementation of districts within their county and needed support

CCSS Implementation Survey
Development Process and Timeframe

- Utilized existing survey instruments and reviewed available guidance and tools for CCSS implementation

- Identified major areas of interest by working with a small advisory group

- COEs conducted telephone interviews with school districts between mid-September and mid-October

CCSS Implementation Survey
Completion Rates and Descriptive Information

- Completion Rate
  - 809 districts provided information for the survey
  - 80% completion rate
  - All but 2 counties represented
  - 20 counties had a 100% participation by districts
- Descriptive Information for Participating Districts
  - Rural (57%); Suburban (33%); Urban (10%)
  - Size of District
    - Less than 2,000 (53%)
    - 2000 to 20,000 (41%)
    - Over 20,000 (6%)
  - Represents 83% of the statewide student population
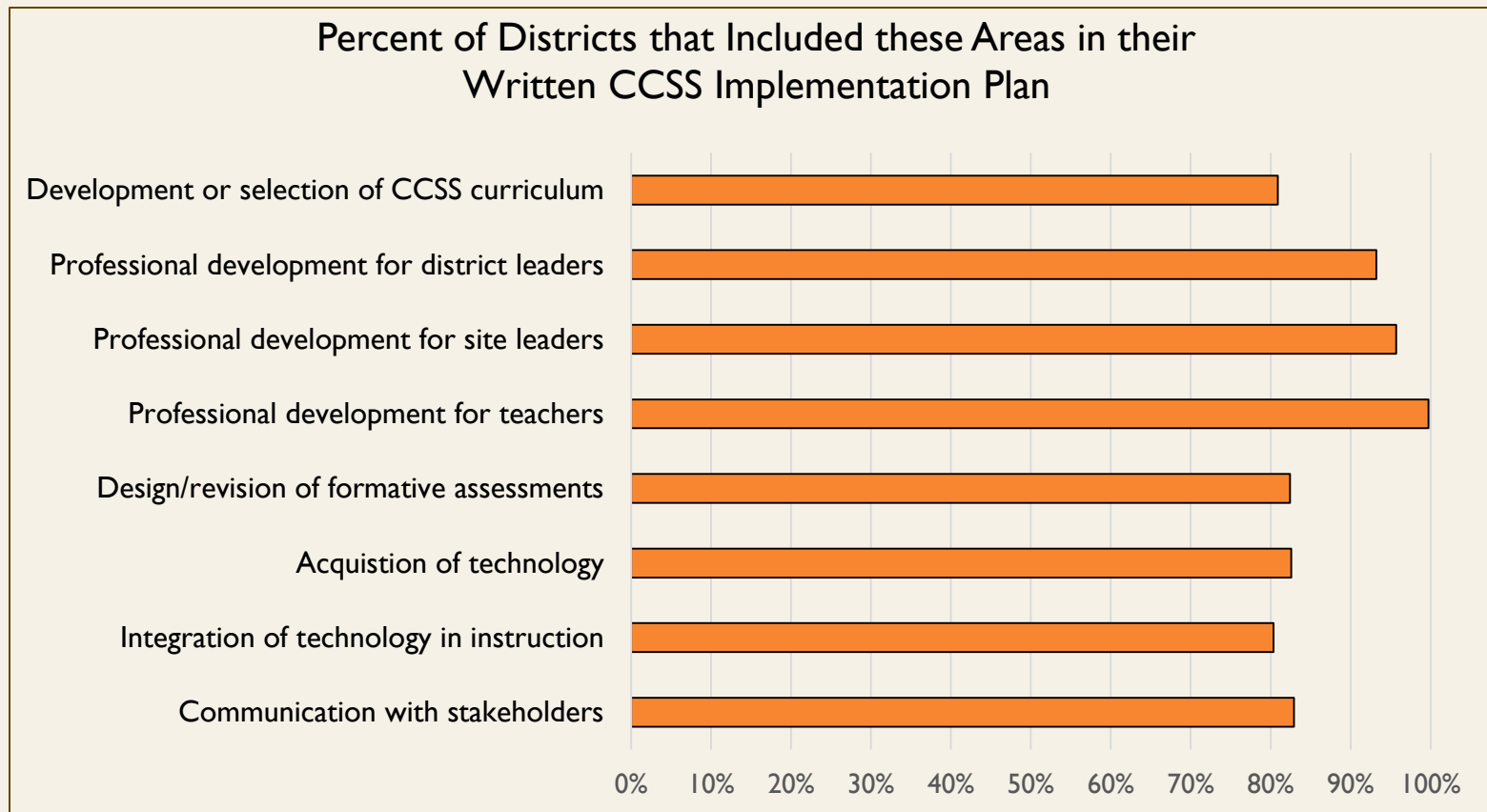
Section 1:
Capacity Building and Leadership

- Over 90% of districts identified the implementation of the CCSS as work for the district leadership team
  - Integrated CCSS into existing leadership structure

Section II:
Sequencing of CCSS Implementation
CCSS Implementation Plans

- About half of districts have a written CCSS implementation plan; 40% have been approved by the local board

Percent of Districts that Included these Areas in their Written CCSS Implementation Plan

Area	Percent
Development or selection of CCSS curriculum	~80%
Professional development for district leaders	~93%
Professional development for site leaders	~95%
Professional development for teachers	~100%
Design/revision of formative assessments	~82%
Acquistion of technology	~82%
Integration of technology in instruction	~80%
Communication with stakeholders	~82%

Section II:
Sequencing of CCSS Implementation
Approaches to Implementation

- Districts were asked to select the approach that best described their implementation of the CCSS standards
  - 15% By grade
  - 26% By content area
  - 11% By school
  - 48% All at once
- Many districts commented that their approach was a combination of "by grade" and "by content area"

Section II:
Sequencing of CCSS Implementation
## Approaches to Mathematics Implementation

- Math sequencing for grades 8-12
  - 26% Traditional (Algebra I, Geometry, Algebra II)
  - 32% Integrated
  - 42% Have not selected yet
- Accelerated course options for teaching the 9th grade high school courses in middle school
  - 24% Accelerated 6th and 7th grade
  - 4% Summer school
  - 5% Increase math instruction time
  - 30% Not offering accelerated pathways
  - 28% Other (Still under discussion; online; accelerate in grades 7 and 8; take courses at the HS)

Section III: Communication

- A majority of districts have provided CCSS information to their local board
  - 82% reported presenting about the CCSS
    - The majority of those presentations are ongoing
  - 63% reported presenting about the new assessments and new assessment items
- Between a quarter and a third of districts report having a formal communication plan around the CCSS (30%)

Section III: Communication

Percent of Districts that have Communicated with the Following Groups Regarding the CCSS
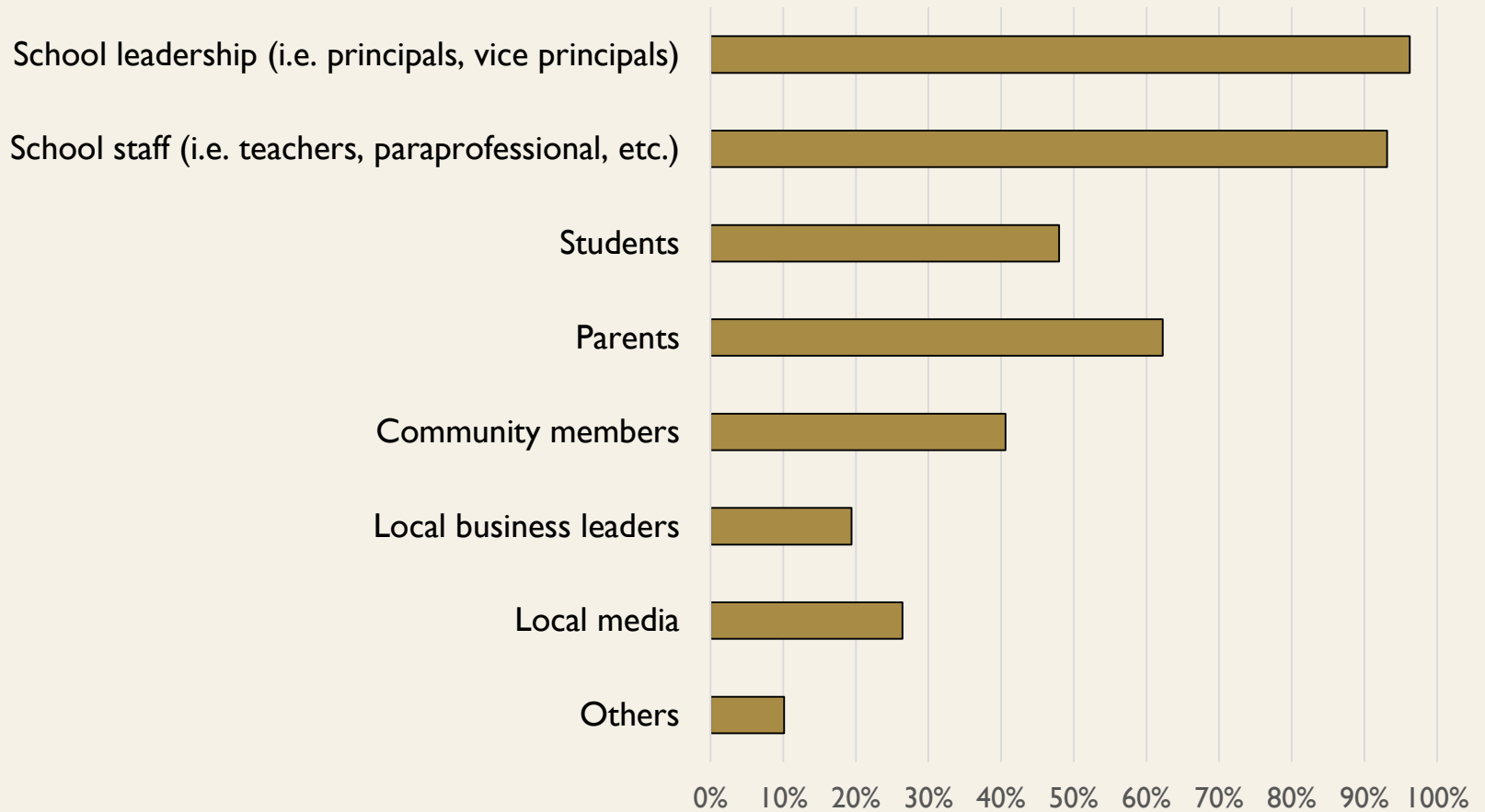
Section IV: Curriculum Review

District Review of CSSS	Area	Yes, in all grades	Yes, in about half of the grades	Yes, but only in a few grades	Planned	No
The major changes in the CCSS have been discussed with the teachers	ELA	82.5%	7.9%	2.8%	5.3%	1.5%
	Math	79.4%	9.4%	4.7%	5.3%	1.3%
Teachers understand the content, structure and organization of the CCSS in each grade level	ELA	57.3%	20.9%	8.8%	10.3%	2.8%
	Math	54.9%	21.5%	9.7%	11.1%	2.8%

- Nearly all districts have discussed major changes in both ELA and math with administrators

Note: Highlighted cells represent the most frequent response.
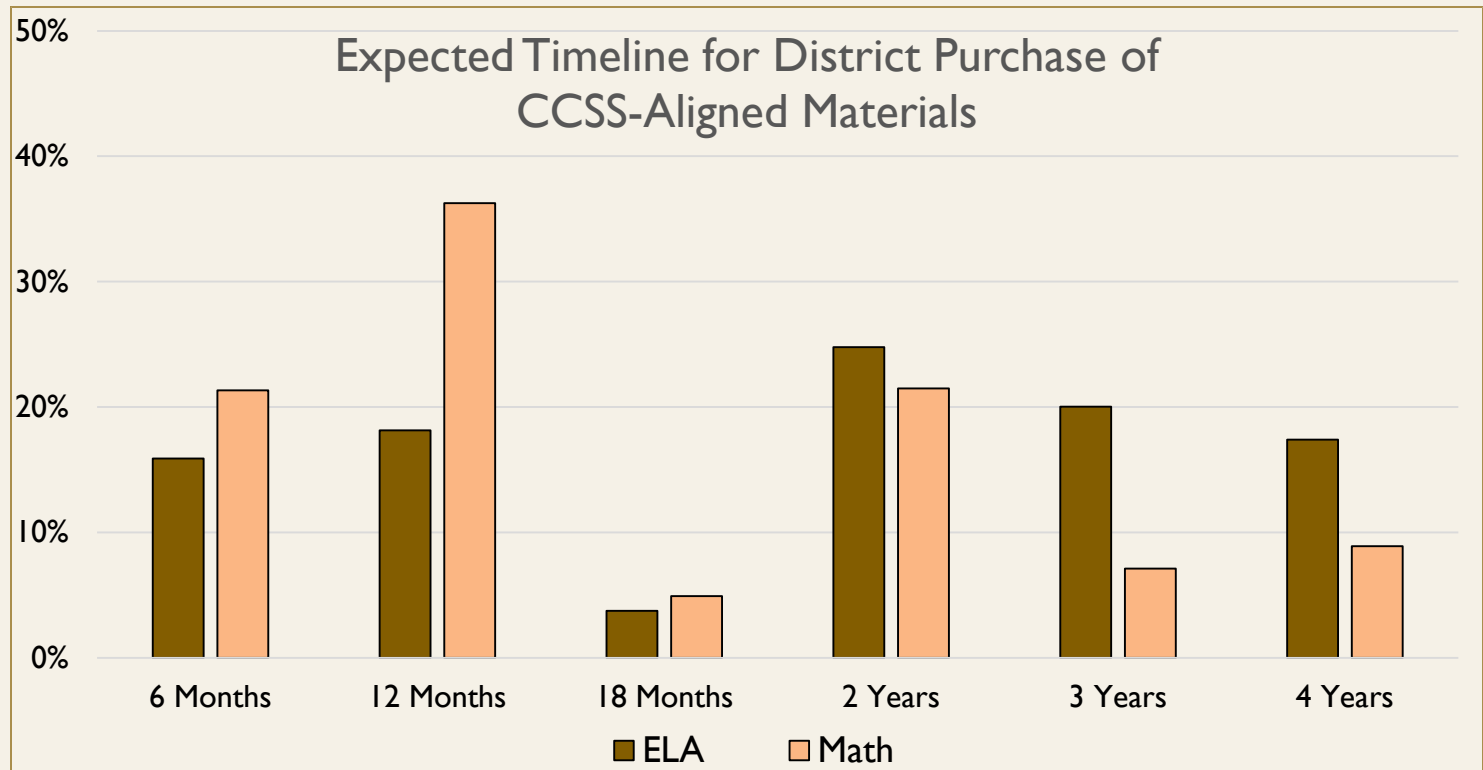
Section IV: Curriculum Review

Practices in Place at the Start of 2013-14	Area	Yes, in all grades	Yes, in about half of the grades	Yes, but only in a few grades	Planned	No
Teachers have examined the skills within the CCSS grade level standards in ELA	ELA	58.2%	17.5%	6.9%	13.3%	4.1%
Teachers have studied the progressions in the CCSS grade level standards in mathematics	Math	53.4%	19.6%	9.0%	13.5%	4.4%
Teachers have created a scope and sequence for the CCSS	ELA	15.8%	10.5%	10.9%	38.4%	24.4%
	Math	17.5%	10.5%	13.0%	36.2%	22.8%
Teacher teams have created CCSS units and lessons, or aligned existing lessons to CCSS	ELA	19.8%	14.0%	21.0%	29.8%	15.4%
	Math	20.0%	15.4%	21.5%	26.9%	16.1%

- Three-quarters of districts said that the lessons and units across all standards and grade levels will be in place by the 2014-15 school year in both ELA and math

Note: Highlighted cells represent the most frequent response.

Section V:
Instructional Materials & Resources

Expected Timeline for District Purchase of CCSS-Aligned Materials

Chart showing percentage of districts by expected purchase timeline for ELA and Math materials:

Timeline	ELA	Math
6 Months	16%	21%
12 Months	18%	36%
18 Months	4%	5%
2 Years	25%	21%
3 Years	20%	7%
4 Years	17%	9%

- Most districts (62%) anticipate purchasing mathematics materials within the next 18 months

- Only one-third of districts anticipate purchasing ELA materials within the next 18 months; the majority anticipate purchasing materials two to four years from now

Section VI: Professional Development

- Nearly three-quarters of districts have a CCSS professional development (PD) plan of which one-third were approved by the local board
- Sequencing of professional development:
  - By grade level (25%)
  - By content area (48%)
  - By school (11%)
  - All at once (43%)
- Professional development focused on the identified CCSS curriculum at 69% of districts
- Nearly all districts included training on the new types of assessment items in their PD plan

Section VI: Professional Development

Percent Received Training on Content Specific CCSS	Area	All (100%)	Nearly all (>75%)	Most (51-75%)	Some (25-50%)	A few (<25%)
Site administrators	ELA	71.4%	12.8%	4.9%	4.8%	6.1%
	Math	68.3%	13.8%	4.6%	5.8%	7.5%

- Many districts have some form of coaching in use or planned to support teachers in CCSS implementation

- Most districts plan to use technology-enhanced professional development including web-based delivery methods and online collaboration

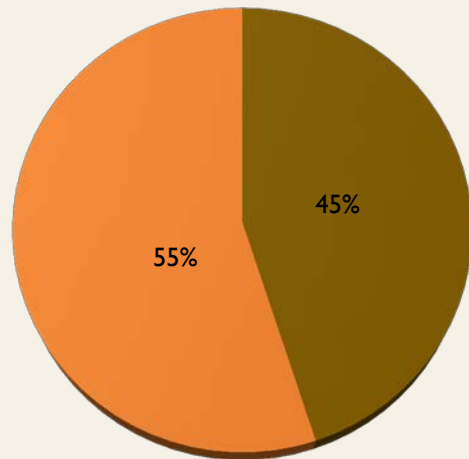Note: Highlighted cells represent the most frequent response.

Section VI: Professional Development
Focus on Student Populations

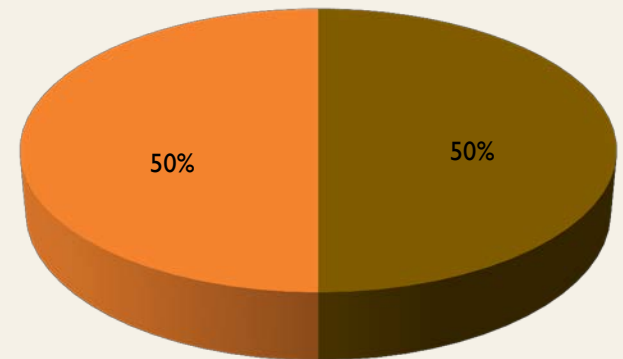- Have teachers identified teaching strategies or resources for:

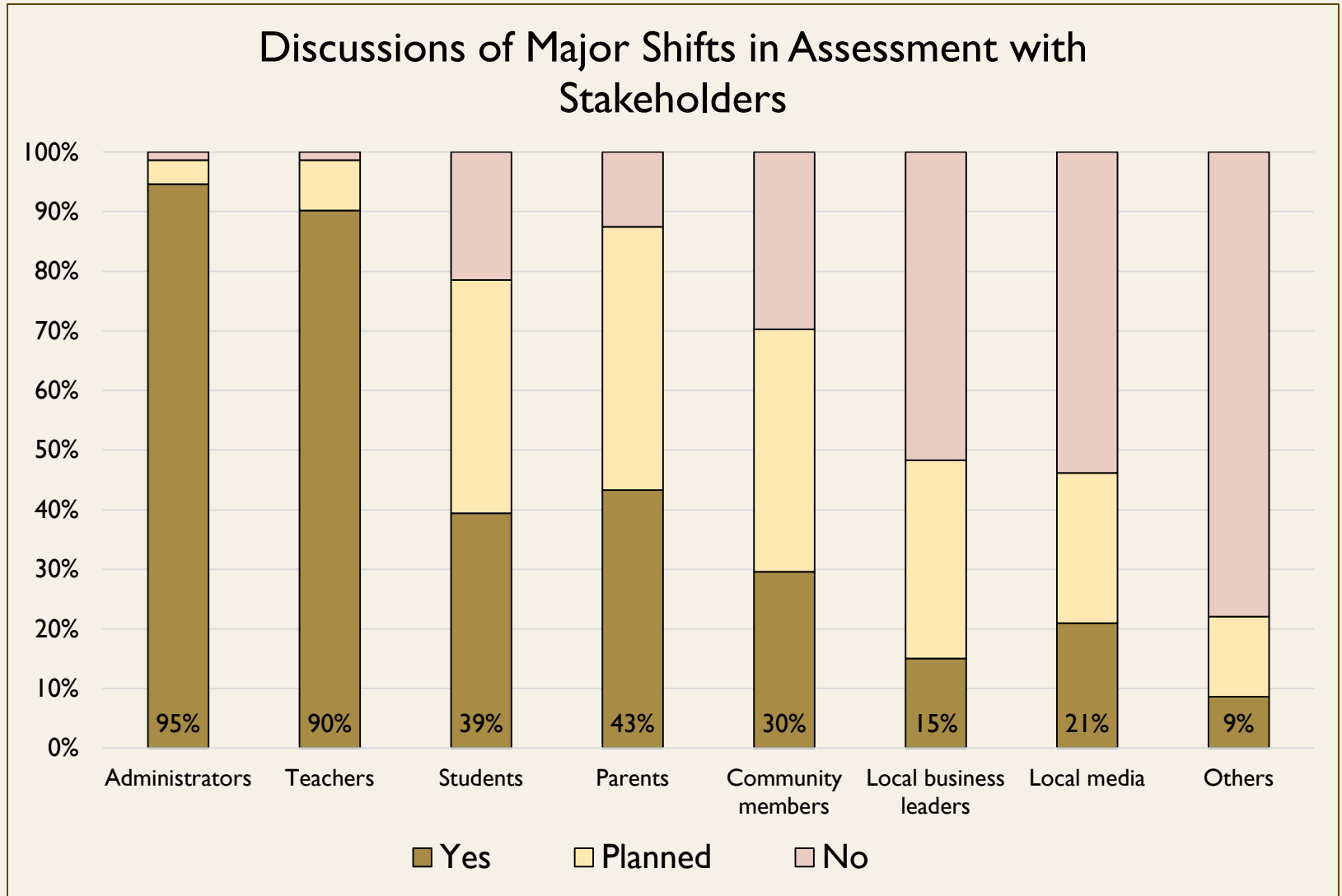### Students with Disabilities

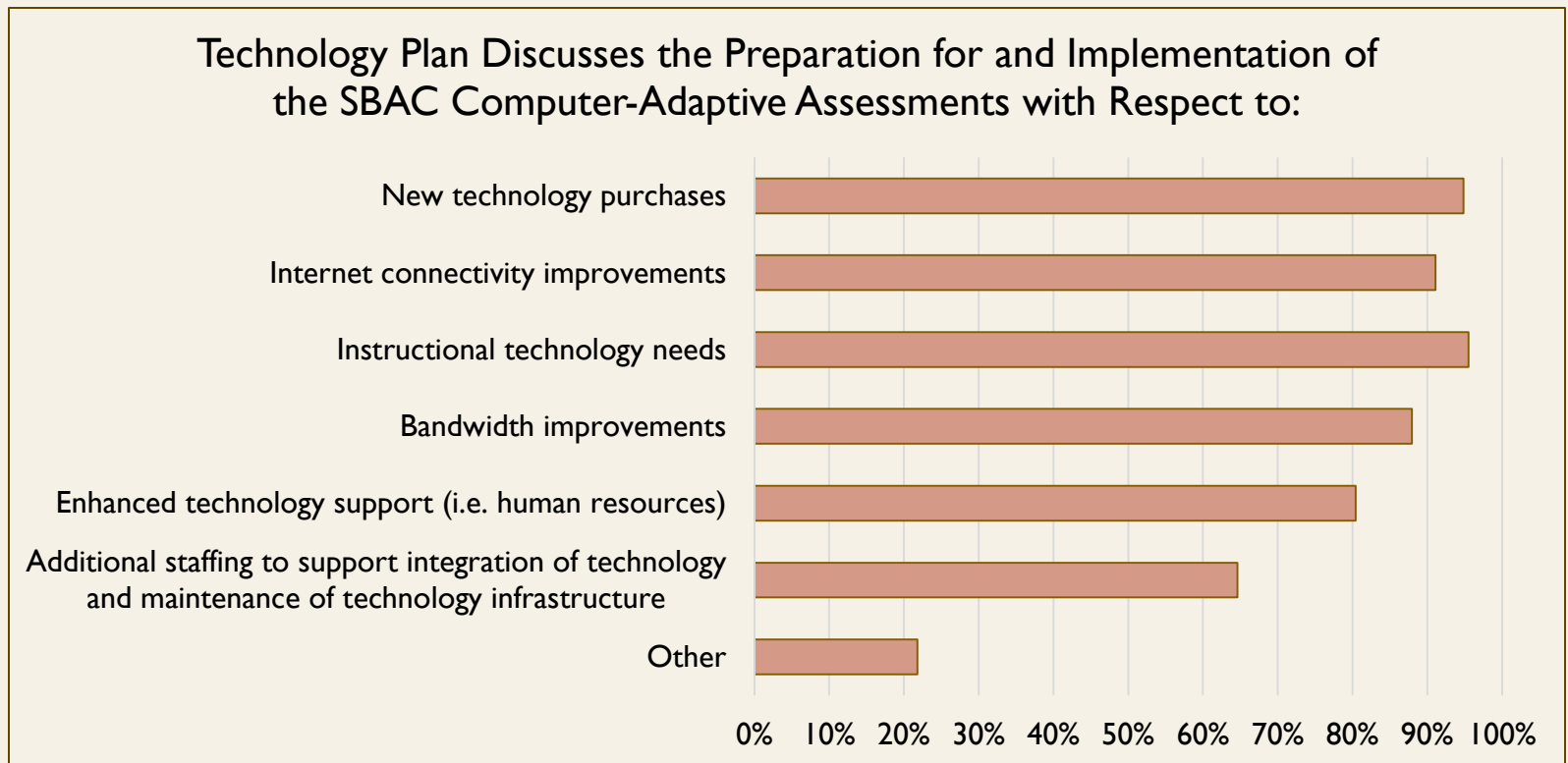■ Yes ■ No

45%

55%

English Learner Students

■ Yes ■ No

50%

50%

Section VII: CCSS-Aligned Assessment

Discussions of Major Shifts in Assessment with Stakeholders

	Administrators	Teachers	Students	Parents	Community members	Local business leaders	Local media	Others
Yes	95%	90%	39%	43%	30%	15%	21%	9%

Legend: ■ Yes ■ Planned ■ No

Section VIII: Technology

- Just over one-third of districts have updated their technology plan to include information about the CCSS and Smarter Balanced assessments (SBAC)

Technology Plan Discusses the Preparation for and Implementation of the SBAC Computer-Adaptive Assessments with Respect to:

Section VIII: Technology

- 60% of districts are offering keyboarding skills to students this year:
  - Nearly 25% for grades K and 1
  - About 33% for grades 2 through 8
  - About 10% for grades 9 through 12
- About 75% of districts expect **all** of their schools to assess students during the 2014-15 school year with computers.
- Only 2% of districts said they plan to test all their students with paper-pencil assessments

Section IX: Assistance and Support

| Expected Allocation of CCSS Funds	All (100%)	Nearly all (>75%)	Most (51-75%)	Some (25-50%)	A few (<25%)	None (0%)
Technology	2.4%	8.0%	20.8%	48.0%	0%	0%
Professional development	1.5%	5.3%	18.2%	51.3%	0%	0%
Instructional materials	.9%	3.0%	11.4%	54.0%	0%	0%

- Biggest challenges in CCSS implementation
  - Time (too much all at once)
  - Funding (materials, PD, communication)
  - Technology (bandwidth, internet, infrastructure)
  - Instructional shifts (increased rigor and across subjects)
  - Lack of curriculum (materials and assessments)

Next Steps

- CCSESA will continue to provide support and assistance to the SBE and the CDE
- Sacramento County Office of Education will provide survey results by county to each COE by the end of November

Leadership Guide for Implementation of the Common Core State Standards

Leadership Planning Guide

CALIFORNIA

Common Core State Standards and Assessments Implementation

First Edition
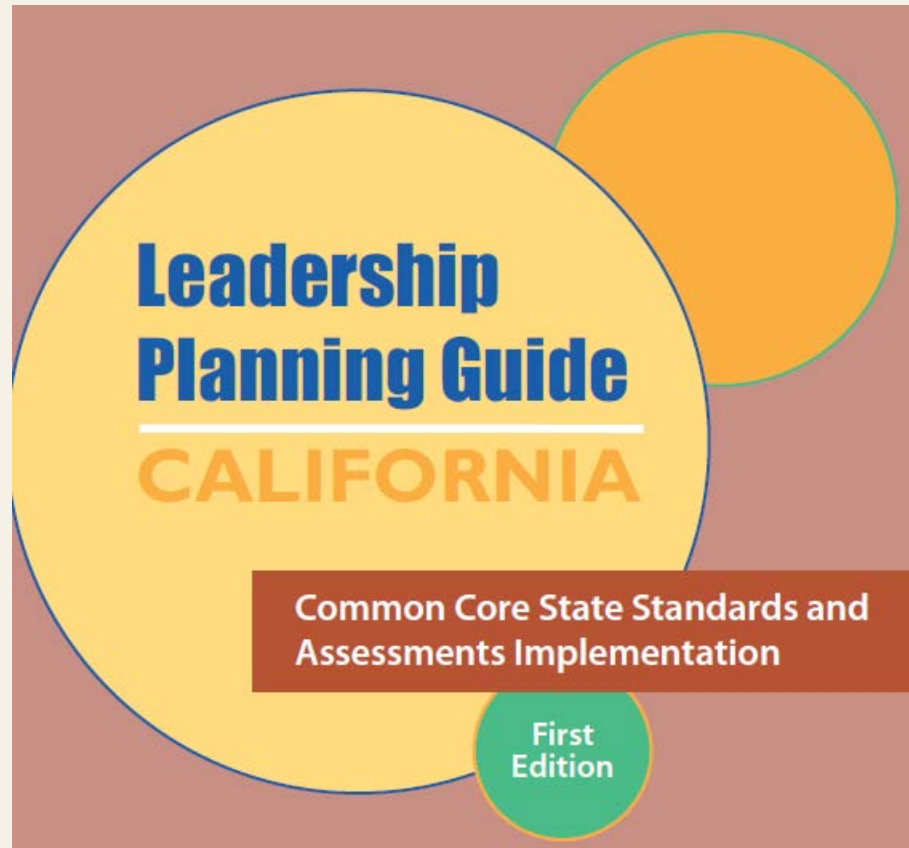
Leadership Guide
Philosophical Approach

- Focus on equity – "All Standards for All Students"
- Highlight local control and expanded role for local school boards
- Recognize that the Common Core State Standards (CCSS) are not a curriculum, but a starting point for collaborative conversations about instruction
- Rethink instructional improvement while ensuring foundational skills are maintained
- Focus on collaborative decision making and teacher leadership – "Teachers Front and Center"
- Promote well-rounded liberal arts education and civic education (i.e. bring back the arts!)

Leadership Guide
Purpose

- Build upon existing CCSS resources and provide a practical guide for implementing the CCSS for district and site leaders, and local boards

- Provide uniformity in guidance to school districts in the implementation of the CCSS through collaboration with critical partners, such as the California Department of Education (CDE) and the State Board of Education (SBE), and other statewide organizations

- Act as a dynamic document that will continue to evolve and expand as educational leaders gain more knowledge through practical experience and research

Leadership Guide
"At a Glance"

- Provides guidance around aligning "systems" or components to facilitate the successful and sustained implementation of the CCSS

- Recognizes diversity in stages and levels of implementation at school districts throughout the state

- Includes 10 components based on a combination of research, practical experience, and lessons emerging from early implementing districts

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

Leadership Guide
Format for Each Component

- Brief description
- Suggested steps for implementation
- Key questions and considerations
- Reminders for good practice
- Resources and references
- "Quick Checklist for Implementation"

CISC Common Core State Standards Implementation Strategies

Determining Levels and Next Steps of Implementation

Purpose

- To assist district and/or school leadership teams in:
    1. Identifying areas of CCSS full implementation to date
    2. Determining next steps for implementation focus

Component Areas

- Supporting Teachers
- Supporting Administrators
- Supporting Students
- Communication and Stakeholder Outreach

Supporting Teachers

What supports are needed to assist our teachers as we strive for full implementation of the Common Core?

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Professional Learning: SBAC

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Professional Learning: Smarter Balanced Assessments

Professional Learning related to understanding the work of the Smarter Balanced Assessment Consortium (SBAC) should ensure an understanding of the ways in which students will be assessed and how the various assessment components correspond to the standards, claims, and Achievement Level Descriptors. In order for teachers to provide every student the opportunity to be successful, teachers need to clearly

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understand the expectations of SBAC.

BIG IDEAS:

- Understand the construction, formats, and student demands of the SBAC through review of sample items, practice tests.
- Gain insight into both the content and performance expectations by reviewing the SBAC Achievement Level Descriptors.
- Understand the claims, targets, standards, and Depth of Knowledge ratings for performance tasks.
- Analyze which technology skills students need to be successful with the online assessment.

> 1 – Work Not Yet Begun
> 2 – In Planning Stages
> 3 – Partial Implementation
> 4 – Full Implementation
> ? – Don't Know

Questions to Consider	Implementation Strategies	1	2	3	4	?	LINKS to Resources
1. To what extent does instructional staff have an understanding of the SBAC?	*Build district/school-wide understanding of SBAC: construction and variety of formats, targets, student demands, and administration.*						**Form and Content of SBAC Assessments** Web page with links to the form and content of SBAC assessments. http://www.smarterbalanced.org/smarter-balanced-assessments/ **SBAC Video Module "Introduction to Smarter Balanced Item and Performance Task Development"** Video and PowerPoint presentation file that can be used to introduce educators to terms and concepts that are commonly used when discussing the development of items and performance tasks. http://www.smarterbalanced.org/smarter-balanced-assessments/item-writing-and-review/ **SBAC Master Work Plan Narrative.** http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/03/Summative-Assessment-Master-Work-Plan-Narrative.pdf **Oregon's Department of Education Website** with links to general information about the SBAC assessments http://www.ode.state.or.us/search/page/?id=3298
2. To what extent does instructional staff understand the claims, targets, and standards explained in task	*LITERACY: Build understanding of how SBAC will assess writing using sample prompts/tasks and Depth of Knowledge.*						**SBAC ELA Claims.** Single page highlighting the overall claims and Claims #1-4. http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/09/Smarter-Balanced-ELA-Literacy-Claims.pdf **SBAC Math Claims.** Single page highlighting the overall claims and Claims #1-4. http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/09/Smarter-Balanced-