

Santa Clara County  Office of Education

Assessment & Accountability Network Meeting

Agenda

October 12, 2010

9:00-11:00am

Oak Grove Room

Topic Theme	Description	Facilitator	Time
Introductions and Outcomes		Bill Conrad	9:00 – 9:10am
Mini Session 1: Early Reading and Mathematics Assessment <i>Children's Progress</i>	Discussion about early reading and mathematics assessment systems with a focus on <i>Children's Progress</i> .	Diana Wilmot and district team members from Santa Clara Unified	9:10 – 9:40am
Mini Session 2: Data Analysis using Statistical Tools	Discussion about the use of statistical and visualization tools to better interpret assessment data. Session will also plan for upcoming Data Analysis Webinars.	Bill Conrad and Dan Mason	
Mini Session 3: Program Evaluation	Discussion about short and long-term program evaluations. Empirical Education's MeasureResults will be introduced.	Trish Hernandez	
Mini Session 1: Early Reading and Mathematics Assessment <i>Children's Progress</i>	Discussion about early reading and mathematics assessment systems with a focus on <i>Children's Progress</i> .	Diana Wilmot and district team members from Santa Clara Unified	9:40 - 10:10am
Mini Session 2: Data Analysis using Statistical Tools	Discussion about the use of statistical and visualization tools to better interpret assessment data. Session will also describe upcoming Data Analysis Webinars.	Bill Conrad and Dan Mason	
Mini Session 3: Program Evaluation	Discussion about short and long-term program evaluations. Empirical Education's MeasureResults will be introduced.	Trish Hernandez	
Mini-Session Debrief		Team	10:10 – 10:30am
Common Core Assessment Update		Bill Conrad	10:30 – 10:40am
CDE Update		Bill Conrad	10:40 – 10:50am
Evaluation and Next Steps		Team	10:50 – 11:00am

Assessment and Accountability Meeting

SCCOE

October 12, 2010

Data Analysis Mini-Session

Bill Conrad

Introduction

This series of webinars is designed to support educators in developing data informed presentations to a variety of school and stakeholder groups. The presentations will support school and district administrators in designing high quality presentations that include the integration of highly effective data displays, statistical analyses, and ways to interpret data for a wide variety of school and district audiences. Webinars will include detailed tutorials on how to use Excel and SPSS to collect, organize, and visualize data. We will use the book called *Schools and Data* by Theodore Creighton for these webinars. A schedule for the webinars can be found attached to this Mini-Session document.

Data Analysis Webinars (Please also see attached schedule and webinar descriptions)

- Introduction to High Quality Presentations That Include Data
- Collecting, Organizing, and Visualizing Education Data Using Excel and SPSS.
- The Role of Correlation and Regression in Data Decision Making
- The Role of the T-Test in Data Decision Making
- The Role of Analysis of Variance in Data Decision Making (3 Webinars)
- The Role of the Chi Square Test in Data Decision Making
- The role of Qualitative Analysis in Data Decision Making
- The Role of Survey Data in Data Decision Making

Data Analysis Webinar Presentation Format

The Data Analysis Webinars will be one hour long. The webinars will be free. You can sign up for the webinars on the SCCOE professional development site: <http://santaclara.k12oms.org/>. Key activities of the webinar will include:

- Introduce administrators to the content of the Data Analysis Topic.
- Provide a tutorial to practice the statistical tools using educational data
- Share data visualizations using the Google Documents web site
- Visit the webinar online after the live webinar with an online accompanying audio-file

Key Discussion Questions

- How will the Data Analysis Webinar be useful to me and the administrative leaders in my school?
- Are there additional data analysis webinars that would be helpful for me and my school leaders?
- How could we improve the Webinar Presentation format?
- Would it be useful to include face to face workshops in addition to the Data Analysis Webinars?
- What other ways can we improve the overall implementation of the Data Analysis Webinars?

Introduction to High Quality Presentations that Include Data

This webinar will introduce administrators to online tools and resources that they can use to build data-informed presentations for a variety of stakeholder groups. Participants will learn how to use the online School Charts data system to build high quality presentations.

This Webinar will achieve the following outcomes:

- ❖ Introduce administrators to a variety of online sites where they will be able to find and use school and district level data.
- ❖ Demonstrate how data charts and tables can be easily integrated into a variety of stakeholder presentations.
- ❖ Identify 10 key elements to high quality presentations that include data.
- ❖ Identify 10 key pitfalls to avoid when building high quality data presentations.
- ❖ Understand ways to interpret data using simple statistical techniques.

After the webinar, participants will receive data presentation templates that they will be able to modify and use with a variety of stakeholder groups. Participants will also learn about additional upcoming data webinars that will continue to enhance their ability to use data effectively within their schools and/or districts.

Webinar Date(s):

Oct 22, Nov 22, Dec 13, 2010
Jan 13, Feb 3, 11, 22, Mar 17, Apr 13, 2011

Webinar Time:

<http://santaclara.k12oms.org/>

Webinar Leader:

Bill Conrad and Trish Hernandez
SCCOE

Webinar Log-in Information:

Will be issued upon registration at
<http://santaclara.k12oms.org/>

MeasureResults®

MeasureResults is a web-based solution for K-12 school district administrators who want to determine the needs for, and evaluate the effectiveness of, products and services aimed at improving student results.

Empirical Education Inc. is now offering this suite of research and data analysis tools directly to school districts. We are also providing these capabilities to districts through our partnerships with providers of instructional, data warehouse, and testing programs.

Increasingly, district decision makers—administrators, school boards, parent groups, and other leaders—are asking that their investments in instructional and professional development programs be justified with evidence of effectiveness. With the MeasureResults tools, such evidence can easily and efficiently be made available from the district's own data. Administrators can also obtain information on achievement gaps and identify schools that are not performing at a level predicted by the resources they have and challenges they face.

Answering questions such as “Is the new math program making a difference?” or “Is the achievement gap between English learners and others narrowing?” calls for analytic tools and statistical controls. Without them, patterns in data may be misunderstood or missed. For example, meaningless variation can be mistaken for real trends. The significance of apparently small but important differences cannot be determined. Biases and chance imbalances can make a new program look ineffective when it is actually making a difference.

By moving the components of rigorous research onto the web — including design, setup, data collection, analysis, and reporting — MeasureResults brings the power of research and evidence directly onto the desks of school district personnel.

MeasureResults allows users to conduct a study in three basic steps:



Design Study: District decision makers utilize the MeasureResults design planner to answer a series of questions regarding their setting, the program they want to evaluate, and the measures they want to use. These answers provide the basis for determining the appropriate design.



Provide Data: The user will be provided with a data request that outlines the data needed for the analysis; once completed they can securely upload the data through the MeasureResults system.



View Reports: Once the data is checked for completeness and accuracy, it is processed through our analytical engines and carefully reviewed by one of our statisticians. Within two weeks, a 2-3 page confidential report that clearly summarizes the study findings is provided for the user.

In the past, school districts would have to hire highly paid statisticians and provide expensive sophisticated tools to get the evidence that MeasureResults now provides for much less. Costs are lower because Empirical Education's researchers, statisticians, and engineers have automated common processes while drawing on the very latest in analytic techniques. Moreover, because we make full use of secure Internet technologies, communication of data and results is safe and efficient. Confidentiality is fully ensured. At the same time, users join a growing community of school district leaders who are learning from their shared experience.

MeasureResults is not a data warehouse or testing application. Instead, it is a suite of tools that build on the databases of student records, class rosters, information on teacher professional development, and other administrative applications already in place. It also provides convenient mechanisms for integrating data from surveys of teachers. Thus, because MeasureResults adds considerable value to testing and data organization, leaders can make the most of a district's investment in data tools.

MeasureResults is offered as a yearly subscription service. To learn more about MeasureResults, the online design planner, costs, or other details about the online tool, please contact us or visit our website: www.empiricaleducation.com/measureresults.php.

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Santa Clara County  Office of Education

Common Core Standards

Assessment Alignment
Activity

I Do



JACK O'CONNELL
State Superintendent
of Public Instruction



Reading Literature

- Identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future action(s). (7.LRA.3.2)
- Analyze a range of responses to a literary work and determine the extent to which the literary elements in the work shaped those responses. (7.LRA.3.6)
1997 CA Standards
- ☆ Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (7.RL.1)
- ☆ Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). (7.RL.7)
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How do the Common Core Standards compare with the California State Standards?

The state standards have a literary focus (7.RLA.3.2) whereas the common core standards have a more general focus that includes non-fiction works (7.RL.1)

What implications do the Common Core Standards have for Assessment in general?

The common core standards provide opportunities for performance assessments that engage 21st century technologies. (7.RL.7)

What is a performance task that might elicit student performance of a common core standard?

Create a You Tube video that compares and contrast an important theme in Shakespeare's written version of *Romeo and Juliet* with the 1996 film version of *Romeo and Juliet*. (7RL.7)



JACK O'CONNELL
State Superintendent
of Public Instruction

We Do



Reading Informational Text

- Recall major points in the text and make and modify predictions about forthcoming information. (3.RC.2.4)
- Extract appropriate and significant information from the text, including problems and solutions. (3.RC.2.6)
- ☆ Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (3.RI.3)

2010 CCCS

1997 CA Standards

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You Do



JACK O'CONNELL
State Superintendent
of Public Instruction



Writing

- Write historical investigation reports:
 - b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
 - c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
 - d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.
 - e. Include a formal bibliography. (11-12.WA.2.4)
- ☆ Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation including footnotes and endnotes. (11-12.W.8)

1997 CA Standards

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You Do



JACK O'CONNELL
State Superintendent
of Public Instruction



Language

- Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts. (6.WOL.1.1)
- Use effective rate, volume, pitch, and tone and align nonverbal elements to sustain audience interest and attention. (6.LS.1.7)
- ☆ Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. Vary sentence patterns for meaning, reader/ listener interest, and style.
 - b. Maintain consistency in style and tone. (6.L.3)

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August 2010

Fact Sheet

Common core standards

On August 2 the State Board of Education adopted California's version of the Common Core (or national) Standards.¹ The SBE's adoption of the Common Core standards was the culmination of intensive work on the part of the state's Academic Content Standards Commission which was established through SBX5-1 (Steinberg) to develop these standards for California.

In the coming weeks and months, a detailed timeline for implementation of the new standards will be developed by the California Department of Education. This timeline will address the development of curriculum frameworks, instructional materials, professional development and assessments aligned to the Common Core. Additionally, issues such as the relationship between the new Common Core and California's English Language Development standards will also be addressed.

Adoption process

California was required to adopt the proposed Common Core standards by August 2, 2010 in order to obtain the maximum number of points for the federal Race to the Top application. The state was allowed to add up to 15 percent of its own standards to the Common

Core. Earlier this year, California enacted SBX5-1 (Steinberg), authorizing the adoption process of the Common Core standards with a goal of adoption by the federal deadline. This legislation established a new Academic Content Standards Commission charged with reviewing the proposed Common Core English language arts and mathematics standards to ensure they build toward college and career readiness and are internationally benchmarked. A list of the 21 commission members, appointed by the governor and Legislature, is available here: <http://www.cde.ca.gov/be/pn/pn/caacs-cannc17jun2010.asp>.

At the August 2 meeting of the SBE, the commission presented its recommendations and the board unanimously adopted the new standards. President Mitchell charged the Superintendent of Public Instruction and CDE staff to present the State Board with a schedule and plan for implementing the new standards into the state's education system. This plan may also be adopted by the governor and Legislature. Should California receive a RTTT grant, the state may choose to follow a series of adoption milestones outlined in their federal application, as seen in the table below. Using RTTT funds, the state also plans to develop ongoing professional development modules and resources on the new curriculum frameworks and other supplementary instructional materials.

Adoption milestones	Math	ELA
SBE adopts standards	August 2, 2010	August 2, 2010
SBE adopts framework SBE launches instructional materials adoption process SBE launches professional development	January 2012	January 2014
SBE adopts instructional materials	August 2014	August 2016
Final print materials available for LEAs	December 2014	December 2016

Now that the standards have been adopted, the Curriculum Commission will begin the process to create the curriculum frameworks through focus groups, field input and a formal 60-day comment period. The adoption of the new K-8 instructional materials will be based on the State's revised curricular frameworks. For grades 9-12, California does not have a statewide adoption process for instructional materials. However, the state plans to create a consortium of participating LEAs to conduct a comprehensive review of the grades 9-12 Mathematics and ELA instructional materials that are available electronically and a process to help guide districts' purchasing decisions.

Common Core	California standards
Reading	Reading
Writing	Writing
Speaking and Listening	Listening and Speaking
Language	Written and Oral Language Conventions

Content

Even before the release of the of the Common Core standards, the governor's office and the SPI indicated they would only consider adopting the new standards if they met or exceeded California's current system of rigorous standards. In June and July, the Academic Content Standards Commission examined the proposed Common Core and determined they meet and exceed California's Academic Content Standards, are internationally benchmarked, and prepare students for college and career readiness. According to the RTTT final guidance, states are allowed to add up to fifteen percent of their own standards to their Common Core adoption. Throughout their summer meetings, the Standards Commission determined the allowable 15 percent as part of their recommendation to the State Board. Those recommendations were adopted in August by the SBE.

The Common Core in its unedited form was built upon other strong states' existing standards and California English language arts standards in particular. The newly adopted standards are fewer in number, greater in depth and better aligned across grade levels than previous California standards.

English language arts

The Common Core is organized in nearly the same way as California's existing standards. Grade level standards are written for each grade K-8, and grade spans for 9-10, 11-12.

The Common Core standards place a greater emphasis on increased text complexity, which help students with reading comprehension, and a greater reliance on informational texts such as newspapers, magazines, maps, manuals, etc. Between kindergarten and grade five, it is recommended that 50 percent of text come from traditional sources and 50 percent informational sources. By high school, 30 percent of text should be traditional literature, with 70 percent informational text. In all grades, students must demonstrate the ability to pull evidence from text when writing or speaking to support conclusions drawn from the text.

The final California version of the Common Core standards shifts the focus of writing instruction from narrative to persuasive forms. Previous California standards have primarily focused on narrative styles of writing. The standards now require 40 percent of writing instruction to include arguing with evidence, 40 percent informing and explaining and 20 percent narrative.

In addition, the Common Core includes an emphasis on technical vocabulary, unlike the California standards. Decoding² is extended from third grade to fifth grade. Also included in the Common Core is a mandate to teach certain types of content for all students, including classic myths and stories from around the world, foundational U.S. documents, seminal works of American literature and the writings of Shakespeare. As part of their 15 percent recommended additions toward the final California adoption, the Standards Commission included penmanship, review of written work, thesis statements, analysis of fallacies in media sources, public speaking and presentations.

California standards K-7	Common Core 3rd grade	Common Core 7th grade
Number Sense	Operations & Algebraic Thinking	Ratios & Proportional Relationships
Algebra & Functions	Numbers & Operations in Base 10	The Number System
Measurement & Geometry	Numbers & Operations-Fractions	Expressions & Equations
Stats, Data Analysis & Probability	Measurement & Data	Geometry
Mathematical Reasoning	Geometry	Statistics & Probability

Mathematics

The Common Core includes grade level standards for K-8, and the high school standards are organized by strand and not by discipline or course. Within grade levels, the organization is very different from existing California standards. Some examples of those organizational differences are shown in the table, above.

The most significant difference between the California Academic Content Standards and the Common Core standards is the positive advance in the vertical alignment of mathematic concepts across grade levels. This is accomplished by introducing concepts in the early grades, and building upon students' knowledge year by year. The primary example of this scaffolding is the introduction of algebraic concepts in grades K-7, such as fractions and abstract thinking, as prerequisites for Algebra I in eighth grade. While the proposed Common Core standards accommodate and prepare students for Algebra I in eighth grade, the commission chose to give LEAs the option to offer two mathematics courses for eighth graders – algebra I and an eighth grade mathematics course building upon standards and concepts introduced in the sixth and seventh grades to further prepare students for Algebra I.

In their current format, the Common Core standards for high school are not organized by course, rather by grade-level span or concept. A third-party organization, Achieve, is working on a plan to align standards with high school courses. The Standards Commission

requested that the forthcoming Curriculum Commission ultimately determine the course standards for high school mathematics in California. Advanced placement calculus, advanced placement statistics and probability were added verbatim from current California standards due to the fact that the proposed Common Core did not include these two courses. Additionally, the Common Core standards are anchored in career technical education in an effort to ensure the standards will enable students to be college and career ready upon graduation.

Implications for governance teams

Local governance teams should monitor the activity of the SBE regarding the implementation of the Common Core standards and related assessments. Meeting agendas, minutes and materials are available on the California Department of Education's website, <http://www.cde.ca.gov/be/ag/ag/>. Live streaming of meetings is now also available. Local governance teams may wish to participate in the various stages of the curriculum framework and instructional materials adoption process. Governance teams also need to begin the planning process for phasing in implementation of new curriculum in their schools as the content of the Common Core does differ from California's previous standards. This may include developing a strategy and resources for implementing effective professional development. CSBA will continue to provide updates as new information becomes available.

Conclusion

To date, 34 states have adopted a version of the Common Core standards based on The Common Core State Standards Initiative. The universal adoption of common (or national) standards may raise the level of quality for all students in the United States and will certainly lead to greater professional development opportunities across states, and lower the cost of curriculum and instructional materials.

However, despite these potential positive advances, several cautions remain. Now that standards have been adopted, a new governance structure will be needed going forward to guide such activities as a regular revision process and to define the fifteen percent of each state's personalization of the standards. Perhaps the most serious caution regarding the implementation of the Common Core standards is that California does not have a teaching force ready to teach the new standards. High quality, intensive professional development for teachers, administrators and staff will be critical to the success of students learning the new standards. This type of professional development is costly and will take significant time to develop – both issues the state lacks the capacity and ability to address. Over the next several years, teacher preparation programs will also need to adjust their course offerings and incorporate the new standards for credential candidates.

In 1997, as the previous Standards Commission was finalizing the current California Academic Content Standards, CSBA testified that “In order to do more than just pay lip service to the rigor of the standards, it is essential that we begin the discussion now about how the state and school districts will build the infrastructure to ensure that all students, not just some students, will meet those standards.” That statement is as true today regarding the Common Core as it was in 1997 when California first adopted academic content standards.

Resources

California Academic Content Standards and Curriculum Frameworks: <http://www.cde.ca.gov/be/st/>

California Academic Content Standards Commission: <http://www.cde.ca.gov/be/pn/pn/caacsc.asp>

California State Board of Education: <http://www.cde.ca.gov/be/>

Common Core State Standards Initiative: <http://www.corestandards.org>

Race to the Top – California: <http://www.caracetothetop.org>

Race to the Top – USDOE: <http://www2.ed.gov/programs/racetothetop/index.html>

A transition to new standards and assessments is outlined in the state Race to the Top application and statue created by SBX5-1 (Steinberg). The dates outlined in these two plans are somewhat contradictory and may be further complicated by the SBE's recommendations, expected at their late August meeting

Endnotes

- 1 In June, the collaborative known as The Common Core State Standards Initiative released their K-12 mathematics and English language arts standards aimed at college and career readiness. California representatives participated in the Initiative, a state-led effort launched more than a year ago by state leaders, including governors and state commissioners of education from 48 states, two territories and the District of Columbia, through their membership in the National Governors Association Center for Best Practices and Council of Chief State School Officers.
- 2 decoding: A series of strategies used selectively by readers to recognize and read written words. The reader locates cues (e.g., letter-sound correspondences) in a word that reveal enough about it to help in pronouncing it and attaching meaning to it.