

State Priority 2: Implementation of State Academic Standards

On January 17, 2017, the State Board of Education established a process for measuring implementation of state academic standards, one of the local measures in the new state accountability system. This report is a narrative summary of our progress in the implementation of state academic standards based on a locally selected measure or tool.

Selection of Measurement Tool

Districts were offered a choice between using a state reflection tool or a locally selected measure or tool. The state tool is focused on a variety of inputs, including training, policies, and classroom walkthroughs, and the information from that tool is a sampling of many aspects of standards implementation. We had a different interest.

The purpose of this measure is to provide information to help us evaluate the effectiveness of actions and services in the LCAP related to standards implementation, and we believe the best way to find out where we are in relation to standards implementation is to ask our teachers. They have the most useful knowledge about where standards are fully implemented and where we need additional training, materials, and/or support.

To make the process as simple as possible, we developed a rating scale which teachers used to let us know where they are in the process of implementing California standards in various subject areas. Elementary teachers provided feedback as individuals, and secondary teachers provided feedback by department because the different departments work with different sets of standards. The areas of strength and areas that need additional support show up clearly in the data we received through the use of this tool.

1—Exploration and Research Phase	2—Beginning Development	3—Initial Implementation of Some Standards	4—Full Implementation	5—Full Implementation including Aligned Intervention or Real-World Experiences
You may be aware there are new standards and a new Framework, but have not necessarily read them, nor implemented anything new in your classroom.	You have read the new standards and Framework and compared them to the old standards. You are starting to think about making changes to instruction.	You are aware of the new standards and are beginning to teach some standards-aligned lessons, <u>but you do not have aligned materials and have not made major changes.</u>	You have a pacing guide that supports the new standards, and you have <u>aligned instructional materials</u> . You are <u>teaching the new standards</u> , and student <u>assessment is aligned</u> .	You are <u>teaching and assessing</u> the new standards and using <u>intervention and support systems</u> that have also been aligned. For courses outside the academic core, the program includes real-world experiences, either brought into the classroom or outside the school (authentic practice).

What are standards?

Content standards define the knowledge, concepts, and skills that students should acquire at each grade level or in each secondary course.

What are frameworks?

Curriculum frameworks provide guidance for implementing the standards. They include detailed descriptions of how the standards are to be implemented at different levels, and include best practices in assessment, instructional strategies, equity and access, and instructional materials selection.

How long should it take teachers to implement changes to standards as outlined in California frameworks?

It takes the state between one and two years to revise frameworks after new standards have been adopted. Usually the framework is adopted in late fall, and instructional materials begin to be available for review in late fall of the following year. We would select materials that spring and implement the materials the following year. It takes teachers about three years after the adoption of the framework to fully implement new standards.

We will consider our district to have met the requirement to implement new standards if teachers rate implementation in the full implementation range (4.0 to 5.0) within three years of the release of a new framework.

Data from Elementary Schools

At a staff meeting, principals asked elementary school teachers to provide information about implementation of the following standards using the five-point scale on the previous page.

- English Language Arts, *English Language Arts/English Language Development Framework*, 2014
- English Language Development, *English Language Arts/English Language Development Framework*, 2014
- Mathematics, *Mathematics Framework*, 2013
- Next Generation Science Standards, *California Science Framework*, 2016
- History-Social Science Standards, *History-Social Science Framework*, 2016

English Language Arts (ELA)

Teachers have been working on the new ELA standards by participating in training and working collaboratively to implement the new standards, and we have adopted new aligned materials. The average rating for implementation was **4.6** for classroom teachers, **4.3** for Special Education teachers, and **4.6** for Intervention Specialists, all in the full implementation range. Although we will continue to refine implementation of instructional materials, ELA standards do not need to be a primary focus.

English Language Development (ELD)

Only 4% of our students are English learners, and many teachers marked that they are not implementing ELD standards in their classrooms because they do not have any English learners. Intervention Specialists do work with English learners, and they rated their implementation at **4.6**, which is in the full implementation range. At this time, ELD standards do not need to be a primary focus for most teachers.

Mathematics

Classroom teachers rated their implementation at **4.4**, and Special Education teachers rated their implementation at **4.0**. Although this is in the full implementation range, scores are lower than for ELA, and math should remain an area of focus. The new standards and instructional shifts are complex and take multiple years of work to master.

Next Generation Science Standards

The new *California Science Framework* was just approved in the fall of 2016, and most teachers have not yet begun to consider implementation. The average rating was **1.8** for classroom teachers and **1.6** for Special Education teachers, who focus on reading, writing, and math skills. The new science standards should be an area of focus for the next three years because they are very different from previous standards in the way concepts are organized and in the integration of engineering concepts starting in Kindergarten.

History-Social Science Standards

Rated at **1.9** by classroom teachers and **1.2** by Special Education teachers, the framework adopted in 2016 is new to most staff members. We will need to work on the implementation of these standards for the next three years.

Data from Middle School

For middle school, data was collected from subject area departments rather than from individual teachers. The scale on page 1 was used.

English Language Arts

Teachers rated their implementation of the new standards between **3** and **4**. They have new instructional materials this year, and are still working on changes to instruction. This is exactly where they should be in the process, and they will continue their focus for the next two years.

English Language Development

Teachers rated implementation of these standards as being very close to **4** and progressing nicely. English learner performance data supports their rating, and they will continue work on implementation for the next year or two.

Mathematics

Teachers selected **4**, full implementation. They continue to work on refining placement assessments and intervention, but the core courses are well aligned.

Science

The rating selected was a **2**, moving to a **3**. The Science Department has been meeting to dive into the new standards and to plan the transition to the new framework and new instructional materials. They are engaged in a very thoughtful, student-centered discussion about how best to proceed, and have reviewed some instructional materials that are on the market early. They expect full implementation to take about three years, depending on how quickly we are able to provide fully aligned instructional materials. NGSS represents a major change, with content shifting between grade levels and the instructional approach shifting.

Social Science

Teachers rate their implementation of the 1998 standards as a **5**, and the 2016 standards as a **1** because they were recently released. The greatest changes in the new framework are in the 7th grade curriculum, and a new focus on allocating instructional time to focus on more recent events, which are sometimes omitted because the class runs out of time to cover the whole time period. Implementation of the new standards will need to be a focus area over the next few years.

Older Standards

- Health: Rated between a **2** and a **3**. There is a need to consider where health standards best fit after other subject area curriculum has been reorganized in response to new standards.
- World Languages: Rated a **3**.
- Art and Music: Rated a **4**.
- Drafting/CADD, Wood Technology, Information Technology: Rated a **4**.
- Physical Education: Rated a **3**.

Data from Vanden High School

For high school, data was collected from subject area departments rather than from individual teachers. The scale on page 1 was used.

English Language Arts

Teachers rated their implementation at a **4**. They are using their new instructional materials, and identify intervention/differentiation as an area for growth.

Mathematics

Teachers rated their implementation of standards at a **4**. They have been using their new materials for two years, and had done some work on standards alignment before they had new materials.

Science

Science has new standards this year, but instructional materials are not yet available. They have begun to work on the new standards and are implementing some standards-aligned lessons in their classrooms, and rate their implementation at a **3**. Full alignment will take place after new instructional materials have been selected, most likely for implementation in the 2018-19 school year. The team is currently in the process of creating a multi-year plan to be implemented over the next three years.

Social Science

The Social Science teachers rate their implementation of the new standards at a 2.8 or **3**, which is appropriate because the new framework has just been released, and aligned materials are not yet published. They have begun to integrate the new framework into lessons, and are planning to work next year to revise pacing guides and develop common assignments, lessons, and assessments.

Other Standards

- World Language: Rated a **3** because textbooks are old and not aligned to standards. The state is anticipating new framework in 2020, with materials available for adoption in 2021.
- Career Technical Education: Rated a **5**, with standards fully implemented in the eight pathways. Teachers have been working hard on this and the work is now complete.
- Health: Rated a **5**.
- Physical Education: Rated a **4**, full implementation.
- Visual and Performing Arts: Ratings varied according to discipline. Music rated implementation a **3**, Drama a **3.5**, and Art a **4**.

Areas of Focus for 2017-18

From this data, two key areas of focus emerged:

1. Science
Science standards implementation was rated at a 1.8 by elementary teachers and 1.6 by elementary special education teachers, 2-3 by middle school science teachers, and a 3 by high school science teachers.
2. Social Science
Implementation was rated a 1.9 by elementary teachers and 1.2 by elementary special education teachers, a 1 by middle school social science teachers due to the significant changes this year, and a 3 by high school social science teachers.

Impact on LCAP for 2017-18

1. Science
 - LCAP Goal 1, Action 1.6.06
This action includes training for teachers in the new NGSS science standards.
 - LCAP Goal 5, Action 5.2.02-5.2.03
This action includes the selection of K-8 science materials for implementation in 2017-18 and selection of 9-12 materials for implementation in 2018-19.
2. Social Science
 - LCAP Goal 1, Action 1.6.13
This action includes training for teachers in the new social science standards.
 - LCAP Goal 5, Action 5.2.04
History-Social Science material adoption is planned for 2017-18 selection and 2018-19 implementation.