



CORE
DISTRICTS

The School Quality Improvement Index & CORE Data Collaborative

May 15, 2016

California School Boards Association



CORE

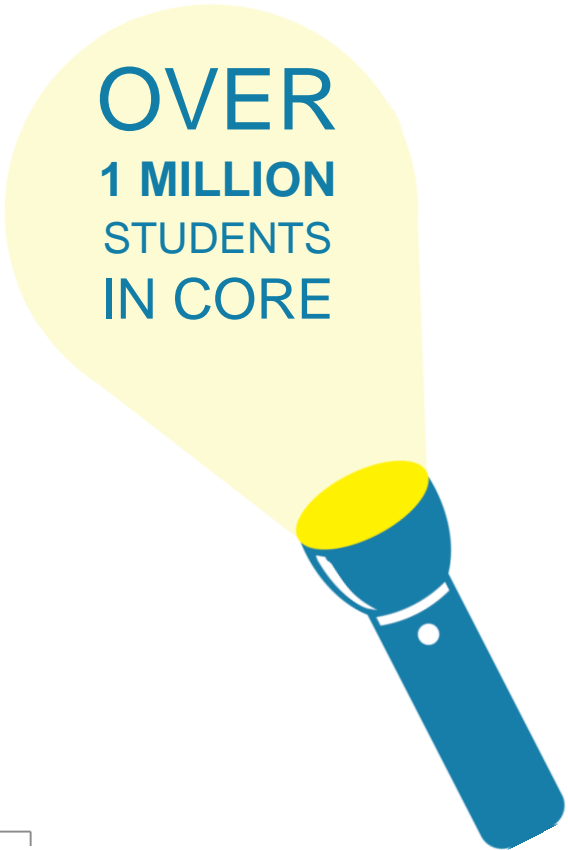
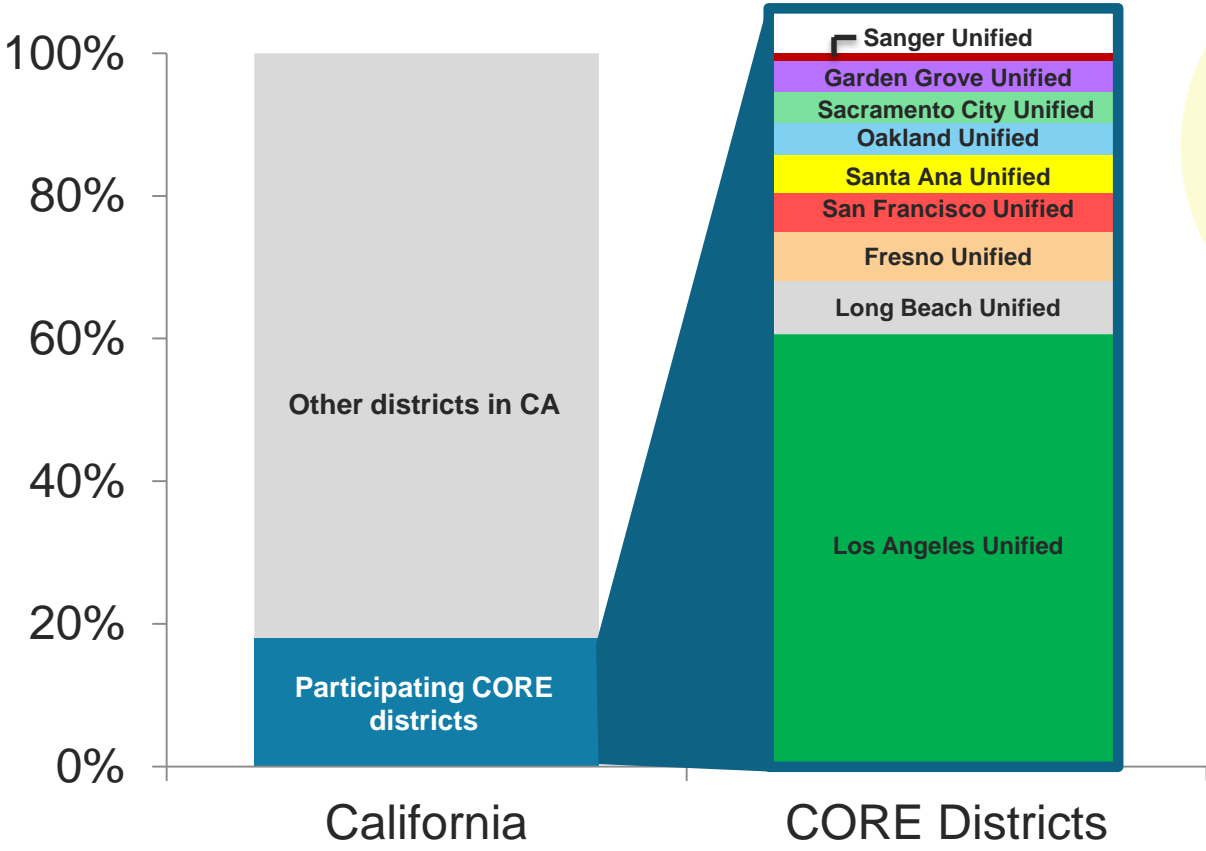
is a collaboration among
9 California school districts.

Why are **superintendents, school leaders,**
and teachers from these districts
actively involved in a collaborative effort?

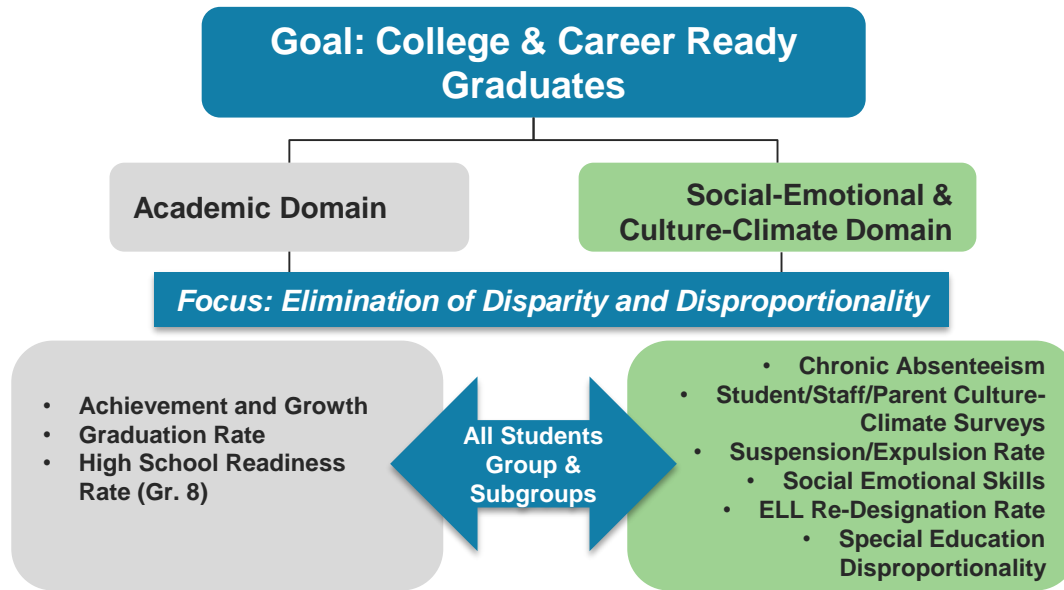
**WE WORK BETTER
TOGETHER.**



We're working together to significantly improve student outcomes – for ALL students.



Designing the School Quality Improvement Index:



MAKING ALL STUDENTS VISIBLE:

N size of 20 resulting in over 150,000 additional students counted!

Guiding principles:

- ✓ Information as “flashlight” (and not a “hammer”)
- ✓ From a narrow focus to a holistic approach
- ✓ Making all students visible
- ✓ From just achievement to achievement and growth

Developed through collaboration and partnership:

- ✓ Led by the CORE Superintendents
- ✓ Guided by the experts in our districts
- ✓ With input from hundreds of educators across the CORE districts
- ✓ With support from our key partners (e.g. Stanford University, Harvard University)
- ✓ With guidance from our Oversight Panel (e.g. ACSA, CSBA, Ed Trust West, PACE, PTA)



Each indicator has been carefully developed, refined, and analyzed before inclusion in the Index

Measurable

- Evidence of validity, reliability and stability through the examination of baseline and/or field test data.

Actionable

- Evidence from research that schools can influence and impact the outcome in question.
- Evidence from baseline data that schools serving similar youth demonstrate notably different outcomes (such that there is evidence that schools play a substantive role in the outcome).

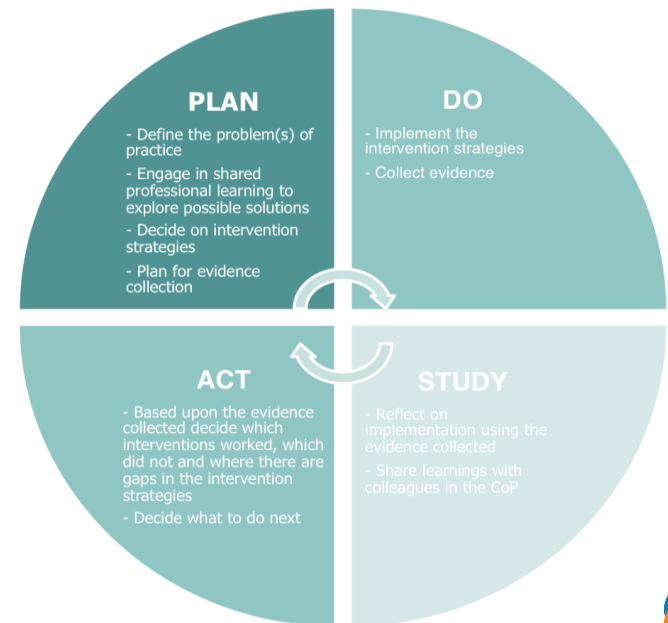
Meaningful

- Clearly connected (e.g., through research) to college and career readiness, and the elimination of disparity and disproportionality (e.g., based upon the current presence of substantive gaps in performance).

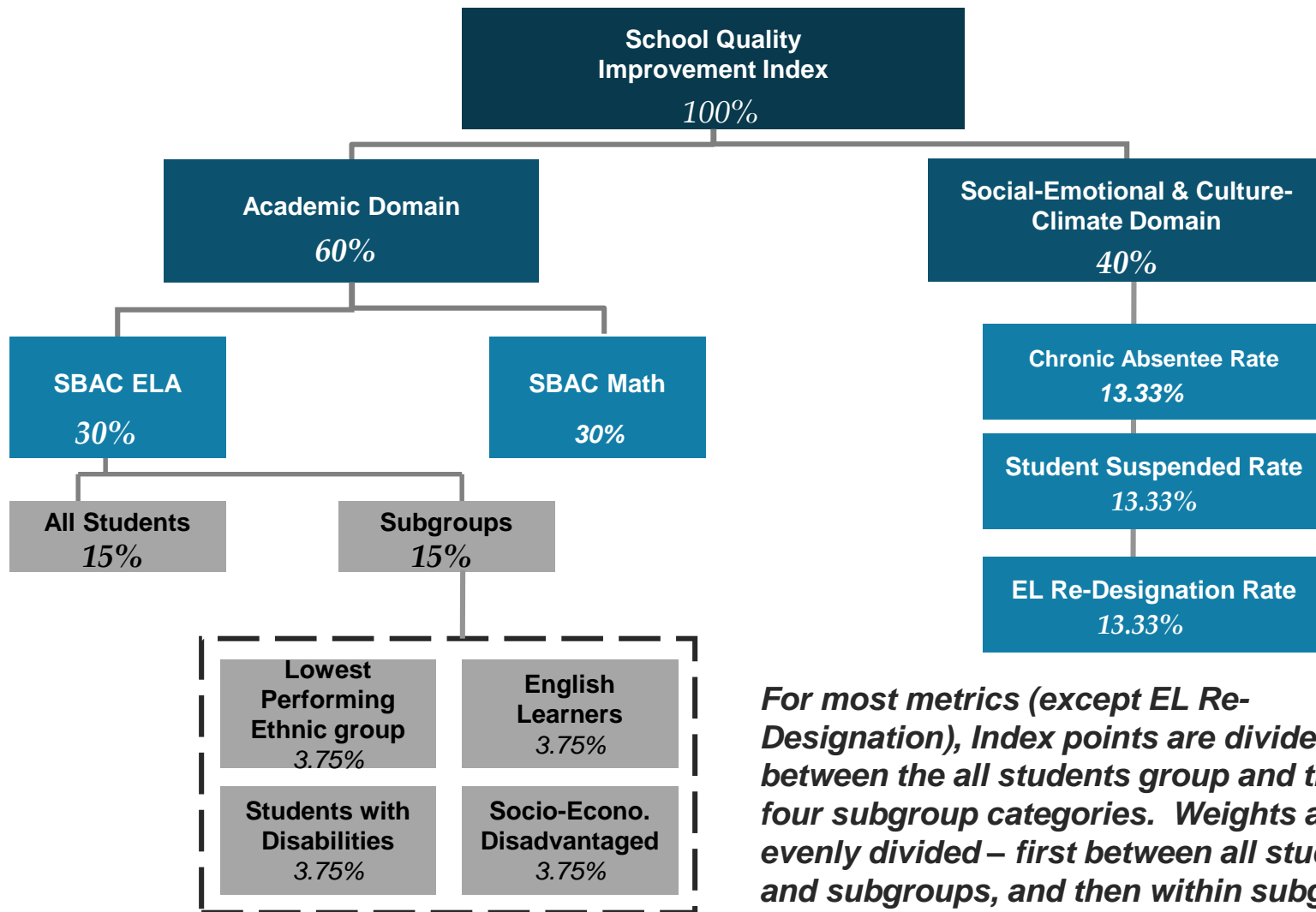


School Interventions and Supports in CORE Waiver:

- ✓ A focus on capacity building, and peer learning (and away from interventions dictated by external forces).
- ✓ Rooted in data.



Subgroup results account for half of the weight in most of the metrics in the Index.



For most metrics (except EL Re-Designation), Index points are divided between the all students group and these four subgroup categories. Weights are evenly divided – first between all students and subgroups, and then within subgroup categories.



The School Quality Improvement Index is already fully aligned to ESSA

ESSA Accountability System Requirements

School ratings: Must establish a system of meaningfully differentiating all public schools in the state, which must include differentiating schools in which any group of students is consistently underperforming.

Required Indicators

Academic Achievement: Proficiency on state assessments, as measured against the state's goals. For high schools, this measure may also include student growth.

English proficiency: For English learners, the state's English-language proficiency assessment. This measure may include growth toward English-language proficiency.

At least one other indicator of school quality or student success that must be valid, reliable, comparable, and statewide.

Assessment participation: States must provide a clear explanation for how they will factor the 95 percent participation requirement, overall and by student group, into the school accountability system.

CORE's School Quality Improvement Index

CORE's Index provides such information at the school level, by domain of school quality and subgroups of students

CORE's Indicators

SBAC Scores and the CORE Growth Model

The Index English Learner Redesignation Rate includes CELDT passage..

The Index includes several: high school readiness for middle school, social-emotional skills, chronic absence, suspension rates, and culture-climate. Each has been developed for validity, reliability and comparability.

CORE's method for calculating academic performance enforces this requirement by penalizing schools for under-participation



SAMPLE HIGH SCHOOL

PRELIMINARY REPORT - SUBJECT TO CHANGE - 12/01/15

Public | 2887

CDS code: 00000000000000
Random Valley Unified

SD: 68% AA: 8% FI: 1%
EL: 40% AI/AN :0% PI: 0%
SWD: 9% AS: 22% WH: 3%
HI: 64% Two+: 2%

1234 Any Street
Random Valley, CA 12345

	Metric result 2014	Metric result 2015	Change in Metric Performance from 2014 to 2015	Index Level 2015	Change in Index Level from 2014 to 2015
ACADEMIC DOMAIN (see pages 12 & 13 for metric descriptions)					
Academic Performance English Language Arts	-	43% MEET OR EXCEED STANDARDS	-	5 /10	-
Growth English Language Arts	Coming Fall 2016				
Academic Performance Math	-	12% MEET OR EXCEED STANDARDS	-	5 /10	-
Growth Math	Coming Fall 2016				
Four Year Cohort Graduation Rate	86% GRADUATED CLASS OF 2013	88% GRADUATED CLASS OF 2014	+2%	8 /10	↗ 1
Five Year Cohort Graduation Rate	86% GRADUATED CLASS OF 2012	88% GRADUATED CLASS OF 2013	+2%	8 /10	↗ 1
Six Year Cohort Graduation Rate	87% GRADUATED CLASS OF 2011	87% GRADUATED CLASS OF 2012	0%	7 /10	⇒ 0
SOCIAL-EMOTIONAL & CULTURE-CLIMATE DOMAIN (see pages 12 & 13 for metric descriptions)					
Chronic Absenteeism	19% CHRONICALLY ABSENT	15% CHRONICALLY ABSENT	-4%	7 /10	↗ 2
Suspension Rates (includes students suspended and/or expelled)	6% SUSPENDED (AND/OR EXPELLED)	5% SUSPENDED (AND/OR EXPELLED)	-1%	6 /10	⇒ 0
English Learner Re-designation	10% RE-DESIGNATED	15% RE-DESIGNATED	+5%	8 /10	↗ 3
Social-Emotional Skills	Coming Fall 2016				
Culture and Climate	Coming Fall 2016				

Green = above average (Index Levels 8, 9 and 10) Orange = average (Index Levels 4, 5, 6, 7) Red = below average (Index Levels 1, 2, 3)

This February, CORE Districts will publicly release the 1st version of the School Quality Improvement Index at www.coredistricts.org

Reports support
CONTINUAL IMPROVEMENT
for school leaders and teachers



2015 Performance on the Index Metrics for All Students and Each Subgroup Category

Overall Index results are generally evenly weighted between the all students group and subgroup performance (for subgroups with 20 or more students).

	All Students	Lowest Performing Racial/Ethnic Subgroup	English Learners	Students with Disabilities	Socio-Economic ally Disadvantaged Students
ACADEMIC DOMAIN (see pages 12 & 13 for metric descriptions)					
Academic Performance English Language Arts	43% MEET OR EXCEED STANDARDS	33% (AA) MEET OR EXCEED STANDARDS	1% MEET OR EXCEED STANDARDS	7% MEET OR EXCEED STANDARDS	43% MEET OR EXCEED STANDARDS
Growth English Language Arts	Coming Fall 2016				
Academic Performance Math	12% MEET OR EXCEED STANDARDS	7% (AA) MEET OR EXCEED STANDARDS	1% MEET OR EXCEED STANDARDS	0% MEET OR EXCEED STANDARDS	13% MEET OR EXCEED STANDARDS
Growth Math	Coming Fall 2016				
Four Year Cohort Graduation Rate	88% GRADUATED CLASS OF 2014	77% (WH) GRADUATED CLASS OF 2014	78% GRADUATED CLASS OF 2014	53% GRADUATED CLASS OF 2014	88% GRADUATED CLASS OF 2014
Five Year Cohort Graduation Rate	88% GRADUATED CLASS OF 2013	84% (AA) GRADUATED CLASS OF 2013	82% GRADUATED CLASS OF 2013	66% GRADUATED CLASS OF 2013	89% GRADUATED CLASS OF 2013
Six Year Cohort Graduation Rate	87% GRADUATED CLASS OF 2012	83% (WH) GRADUATED CLASS OF 2012	78% GRADUATED CLASS OF 2012	57% GRADUATED CLASS OF 2012	88% GRADUATED CLASS OF 2012
SOCIAL-EMOTIONAL & CULTURE-CLIMATE DOMAIN (see pages 12 & 13 for metric descriptions)					
Chronic Absenteeism	15% CHRONICALLY ABSENT	19% (WH) CHRONICALLY ABSENT	14% CHRONICALLY ABSENT	30% CHRONICALLY ABSENT	13% CHRONICALLY ABSENT
Suspension Rates (includes students suspended and/or expelled)	5% SUSPENDED (AND/OR EXPELLED)	12% (AA) SUSPENDED (AND/OR EXPELLED)	5% SUSPENDED (AND/OR EXPELLED)	12% SUSPENDED (AND/OR EXPELLED)	5% SUSPENDED (AND/OR EXPELLED)
English Learner Re-designation	15% RE-DESIGNATED	(N/A)	(N/A)	(N/A)	(N/A)
Social-Emotional Skills	Coming Fall 2016				
Culture and Climate	Coming Fall 2016				

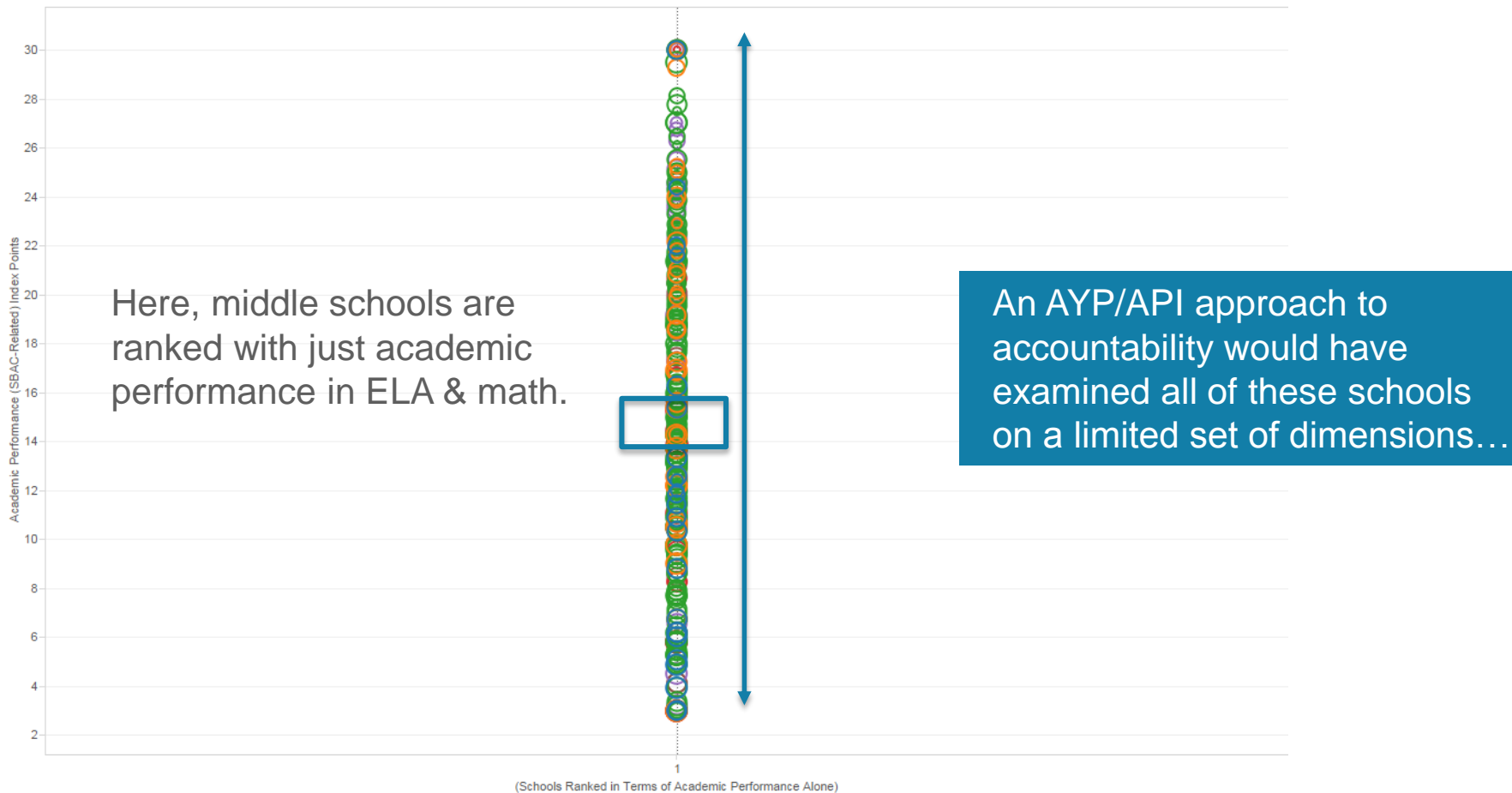
Results include performance by the “all students” group and by subgroups

Examples of full reports for elementary, middle, and high schools are available online at <http://coredistricts.org/core-index/>



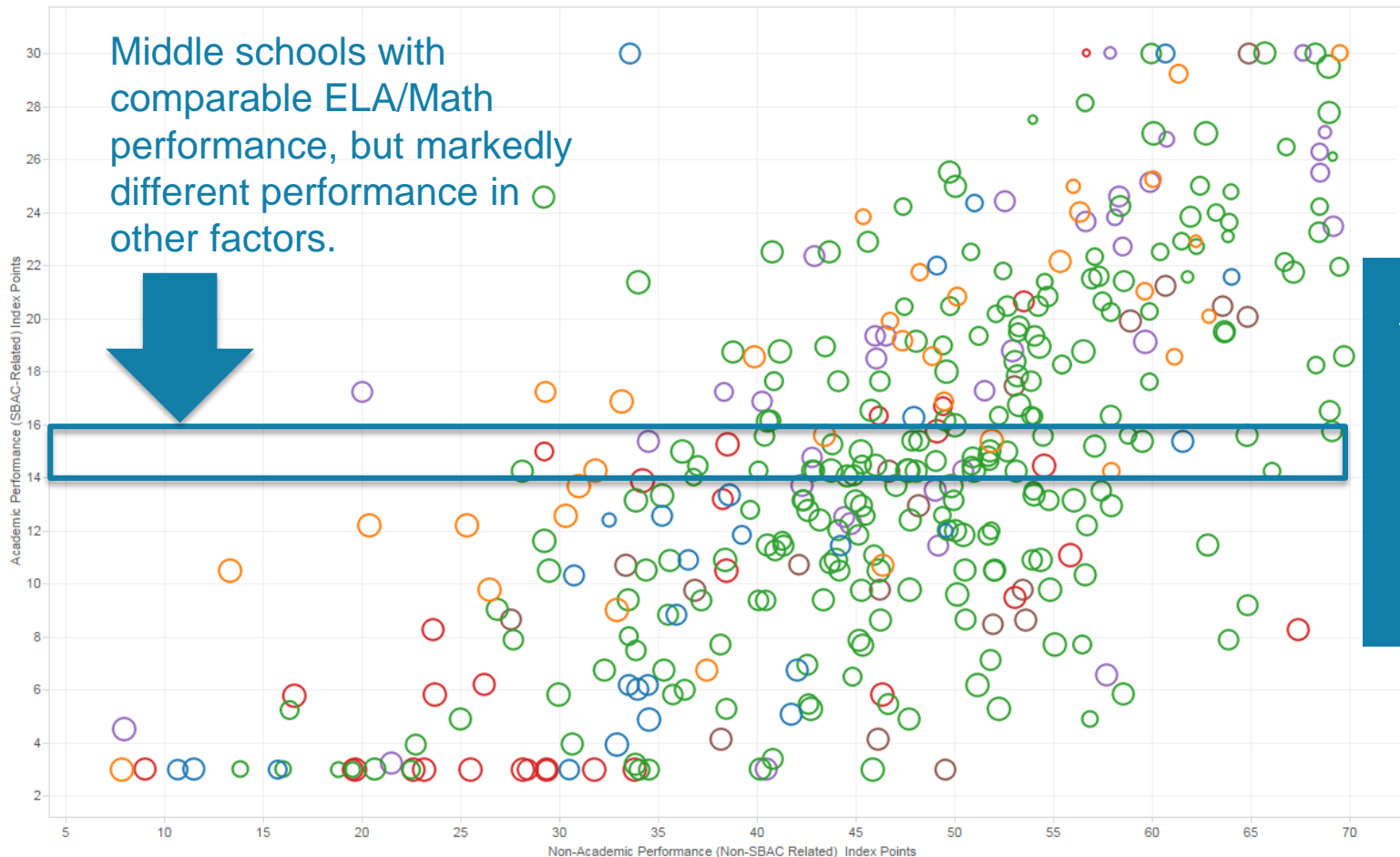
Preliminary finding 1b: Providing academic and social emotional/culture-climate factors creates a more holistic and actionable picture of schools.

That said, schools with the same academic performance on the Index often have markedly different performance on other Index indicators (1 of 3).



Preliminary finding 1b: Providing academic and social emotional/culture-climate factors creates a more holistic and actionable picture of schools.

That said, schools with the same academic performance on the Index often have markedly different performance on other Index indicators (2 of 3).

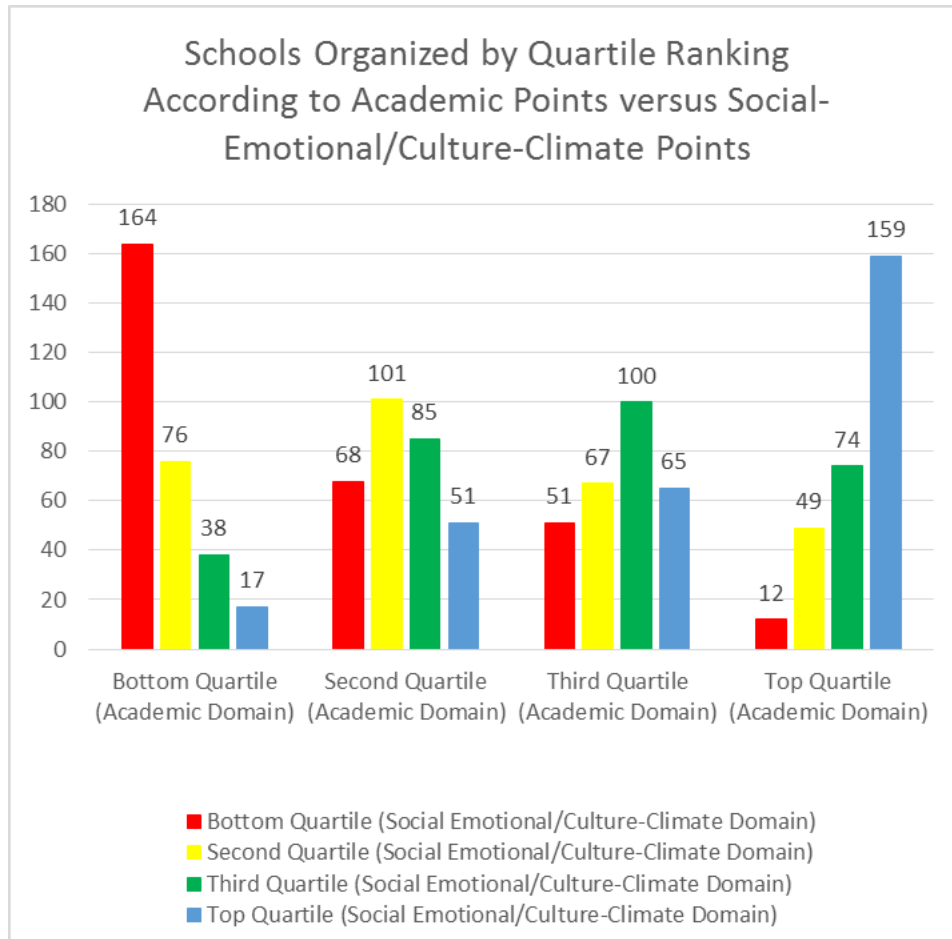


...but other factors like HS Readiness, Chronic Absence, Suspension Rates & EL Re-Designation Rates add key information.



Preliminary finding 1a: Providing academic and social emotional/culture-climate factors creates a more holistic and actionable picture of schools.

Schools with strong social-emotional and culture-climate performance also tend to have stronger academic performance



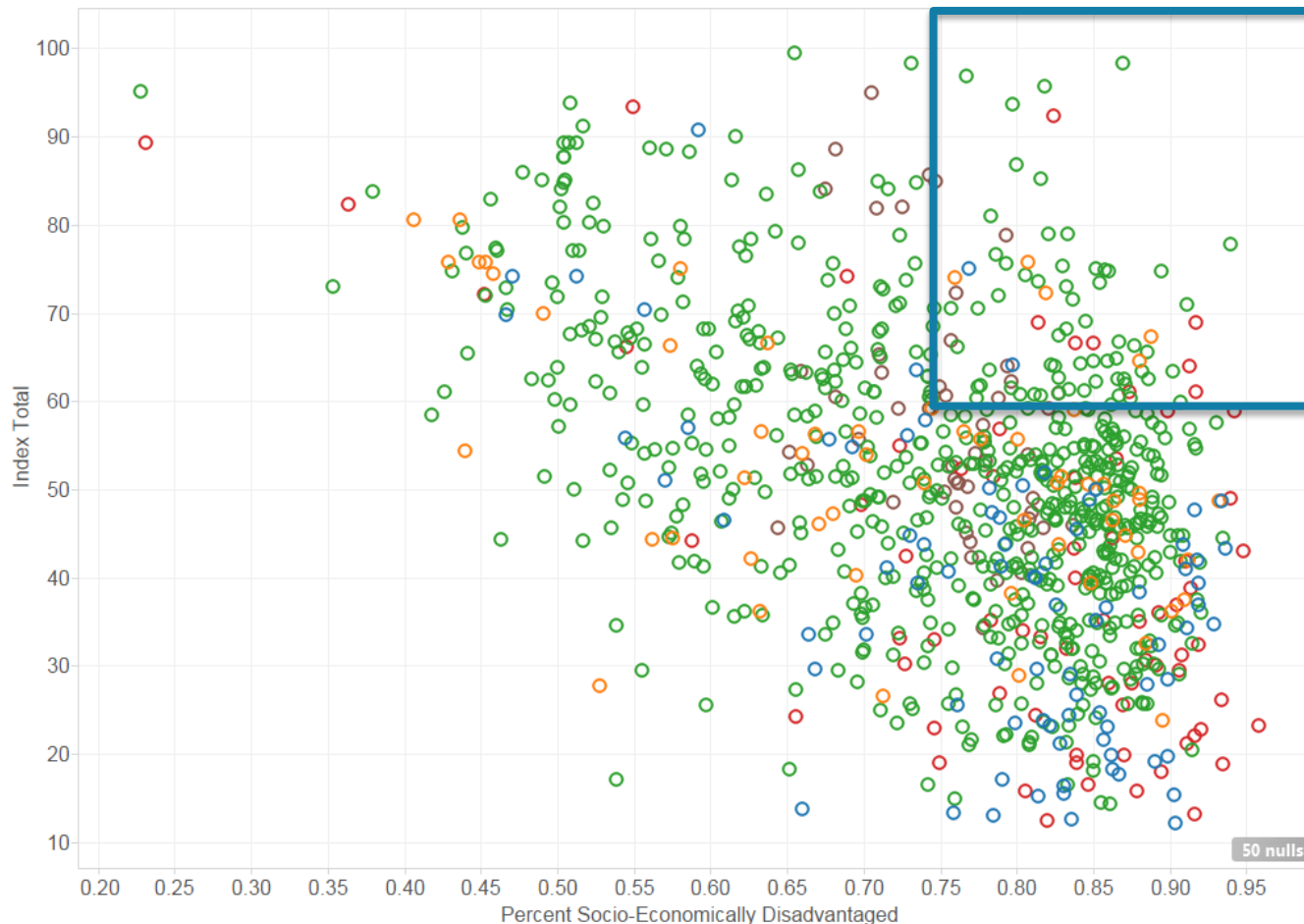
Correlations between Academic Domain Points earned with social-emotional and culture-climate factors are ~0.6, which suggests a strong relationship.

Appropriate support and intervention depends upon meaningful diagnosis of strengths and challenge areas.

Schools were ranked separately by school level. This chart includes combined quarreling off all school levels.



Preliminary finding 2: These data help us identify schools that are “beating the odds” and potential exemplars for peer learning.



Consider these schools with markedly above average Index results, and three-quarters of students or more in poverty.

Here, we identify schools with high overall Index results despite having three-quarters or more of their students in poverty.

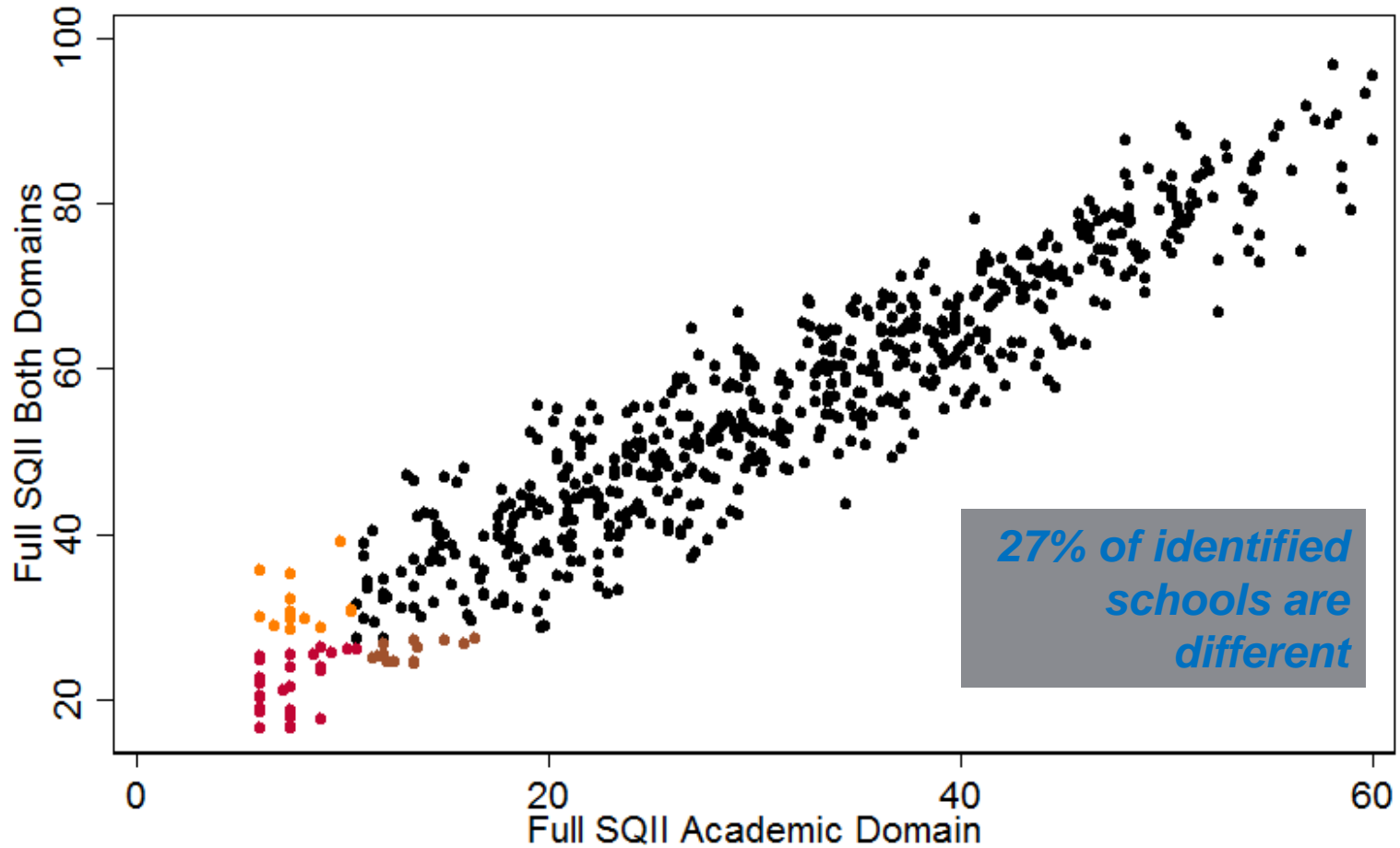


How can CORE's learnings impact the state accountability conversation

- Ways to think about the inclusion of multiple measures in an accountability system
 - “Data as a flashlight”
 - Identify the lowest 5% of schools
 - Identify schools for Targeted Support and Intervention
- The inclusion of measures that the state hasn't previously collected
 - Academic growth
 - Another academic measure
 - Non-academic measure
- School intervention methods
 - Support needed by districts

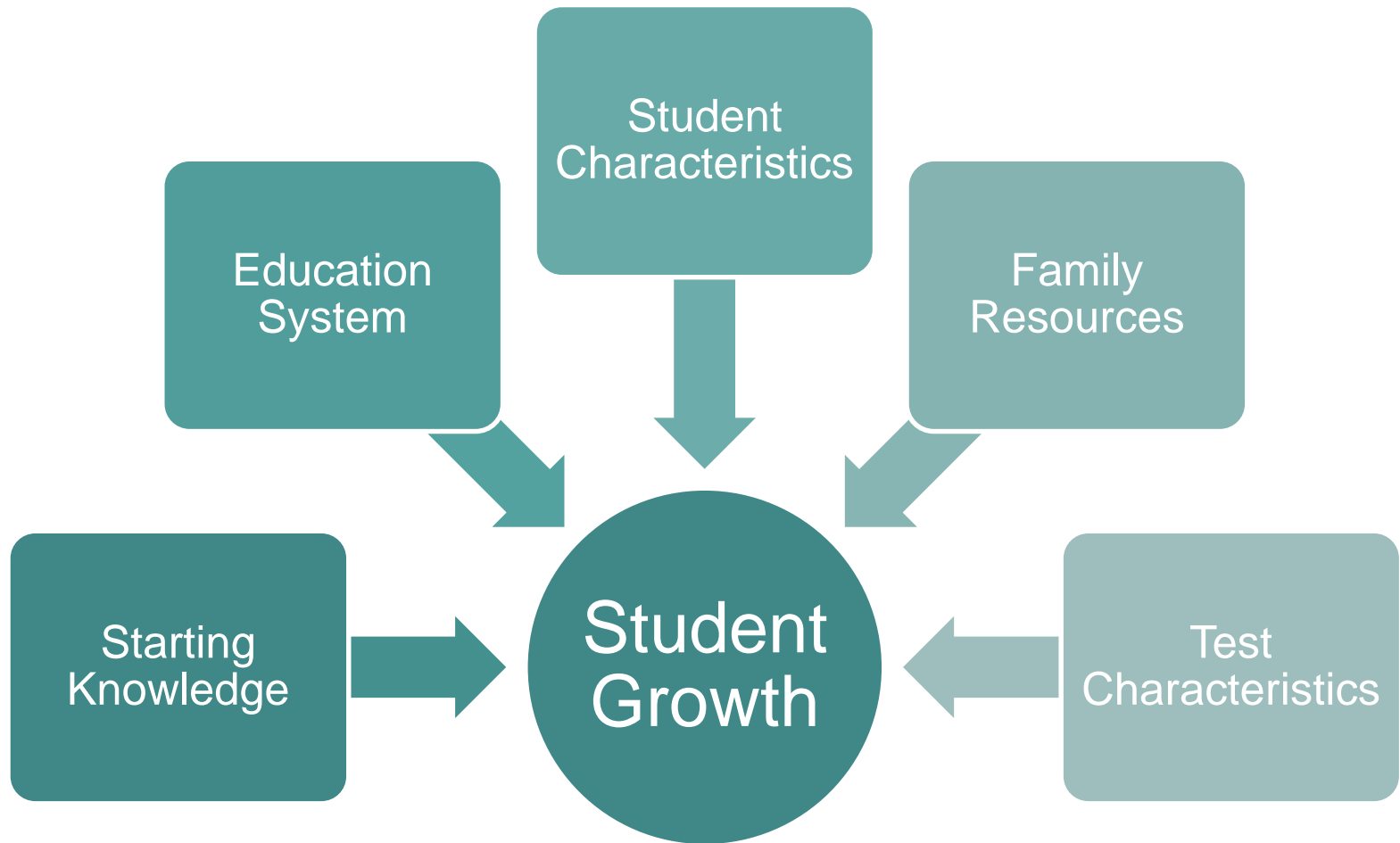


Comparing the Full SQII Academic Domain to both Full SQII Domains



- Top 95%, Both SQII Versions
- Bottom 5%, Both Domains
- Bottom 5%, Academic Domain
- Bottom 5%, Both SQII Versions

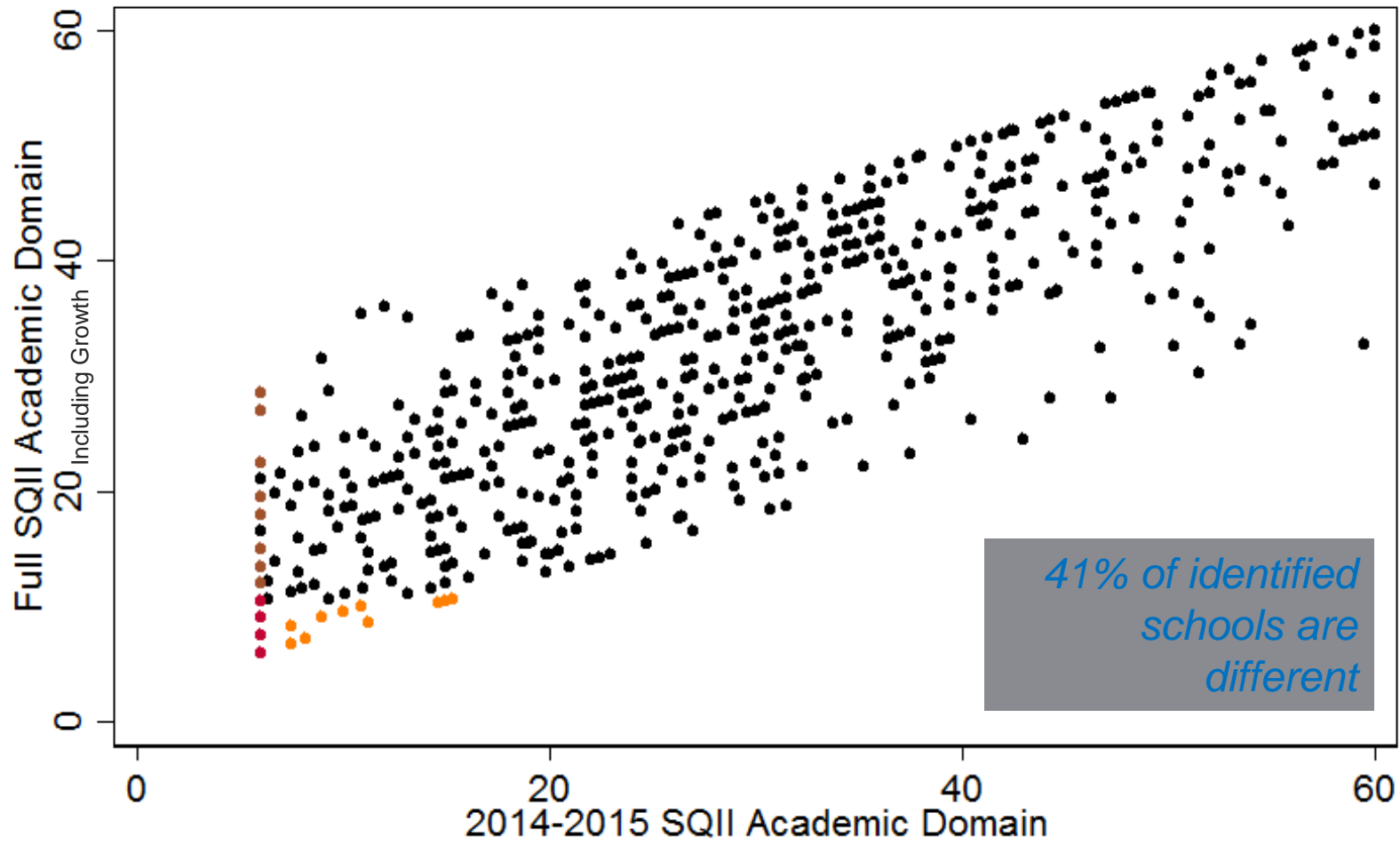
A Growth Model is Designed to Measure the Effect of the Education System on Student Growth



Comparing the 2014-15 SQII Academic Domain to the Full SQII Academic Domain with a preliminary growth measure for simulation purposes.

Academic Domain with a preliminary growth measure for simulation purposes.

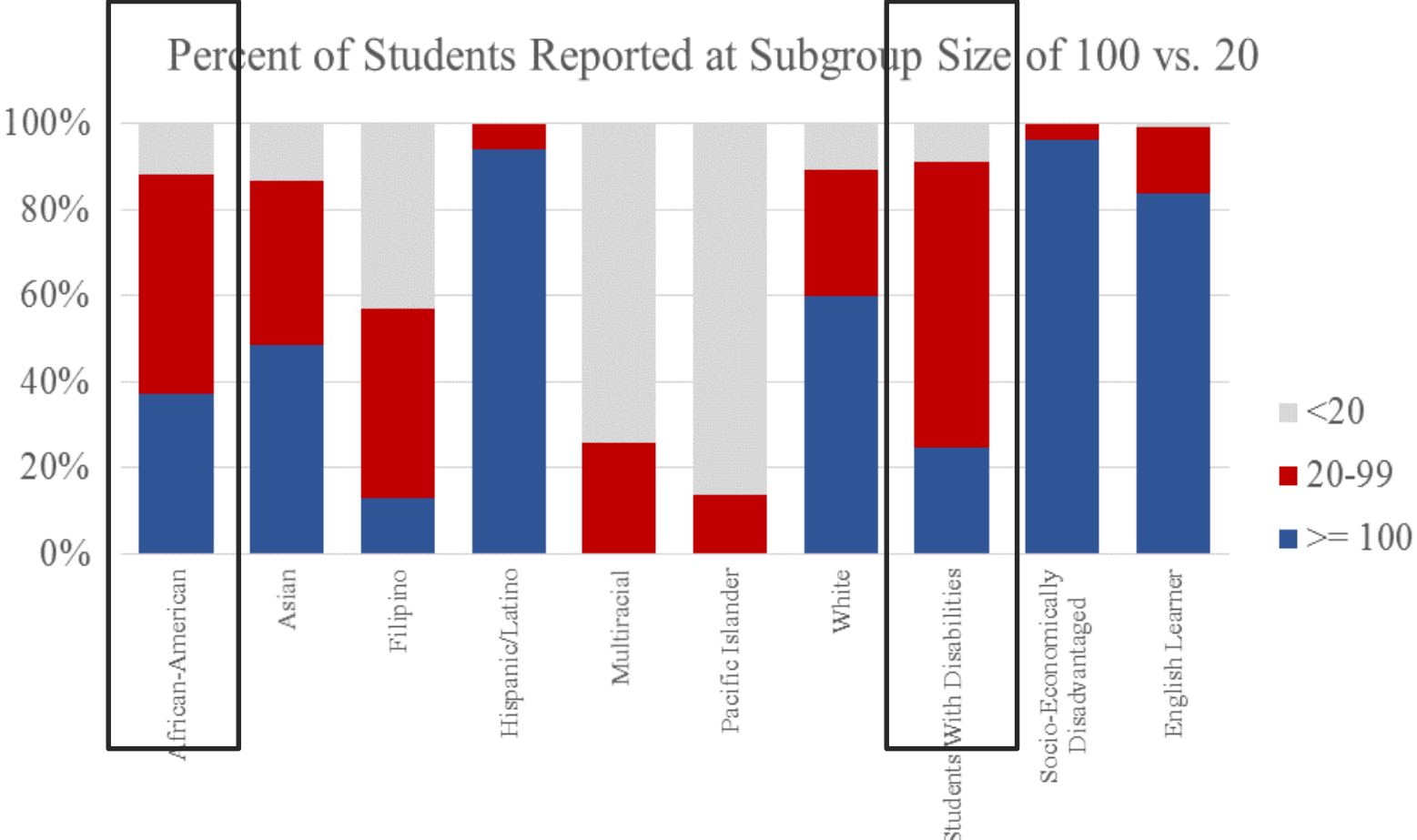
For research/analytical purposes, CORE has produced simulated growth measures using 2013 CST



- Top 95%, Both SQII Versions
- Bottom 5%, 2014-2015 SQII
- Bottom 5%, Full SQII
- Bottom 5%, Both SQII Versions

Preliminary

Subgroup size matters too: A substantially higher percentage of student data is reported at smaller subgroup sizes. For example, when the subgroup size is reduced to 20+ from 100+, *seven times* as many schools report results for African-American students.



CORE Field Test of Measures of Social Emotional Learning and School Culture-Climate

District Name	Number of Students
Fresno	34,583
Long Beach	45,342
Los Angeles	308,602
Oakland	8,386
San Francisco	23,249
Santa Ana	34,136
Total	454,298

More than 450,000 students participated in the Spring 2015 field test of SEL measures

District Name	Number of Teachers	Number of Students Covered by Teacher Reports
Fresno	2,436	63,767
Santa Ana	301	7,293
Total	2,737	71,060

Two districts collected teacher reports on students' SE competencies from more than 2,700 teachers, covering approximately 71,000 students



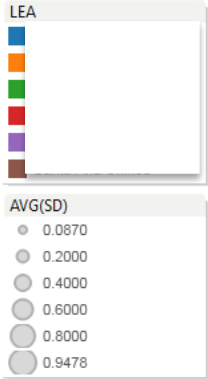
Social Emotional Skills Cover Four Topics – Including Inter-Personal and Intra-Personal Skills

SE Competency	Definition
Growth Mindset	The belief that one's abilities can grow with effort. Students with a growth mindset see effort as necessary for success, embrace challenges, learn from criticism, and persist in the face of setbacks.
Self-Efficacy	The belief in one's own ability to succeed in achieving an outcome or reaching a goal. Self-efficacy reflects confidence in the ability to exert control over one's own motivation, behavior, and environment.
Self-Management	The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, delaying gratification, motivating oneself, and setting and working toward personal and academic goals.
Social Awareness	The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

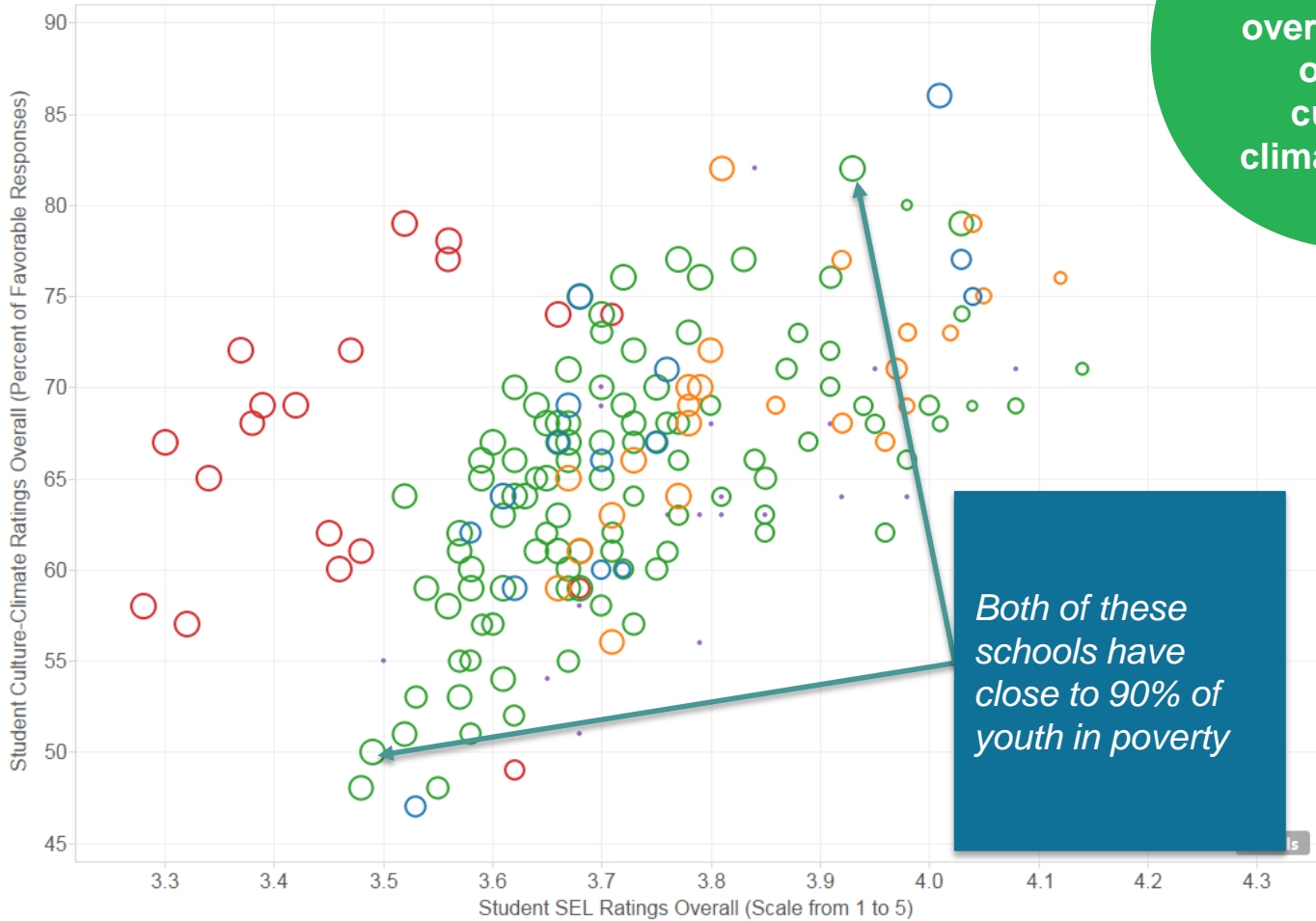


SEL & Culture Climate: A school's culture-climate is related to social emotional skills reports, and we see a substantive range in school performance, despite comparable levels of youth in poverty.

Correlation between overall SEL & overall culture-climate is .47.



The larger the dot, the higher the percentage of youth in poverty.



An additional preliminary finding of interest

In a predictive analysis that look at which of the four SEL skills best predict GPA and SBAC results...

- At middle school, self-management is the most predictive skill.
- At high school, growth mindset is the most predictive skill.



We're opening up our Data Collaborative!

Data Collaborative

- Data dashboard with student-level academic, social-emotional and culture-climate metrics via a CORE-coordinated data warehouse
- Access to detailed benchmark data on multiple measures not available in state or federal databases – including EL re-designation, chronic absenteeism, and SEL/CC factors
- Access to CORE-developed and validated SEL and CC survey instruments with implementation
- Twice annual convenings of collaborating districts focused on common problems of practice



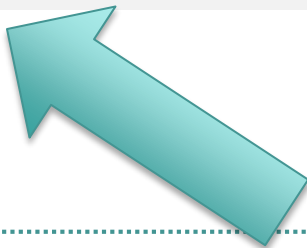
Additional Collaborative Learning Opportunities

- Targeted supports for low performing schools via coaching from high performing schools and communities of practice
- Professional development opportunities for district staff with education experts and peers in other CA districts
- Annual collaboration convenings for participating Superintendents



Provide your teachers and leaders with more information –academic growth and students' social-emotional skills – **so they can better support their students.**

Collaborate and learn from peers who are having success with similar students.





Our innovative approach to accountability and support is already impacting state policy and educator and school leader practice.

Let's work together to impact the re-design of the state's accountability system!

Visit <http://bit.ly/coreinterest> to share your interest in joining our data collaborative.

