The School Quality Improvement Index & CORE Data Collaborative

February 24, 2016
Senate Education Committee info hearing on accountability

CORE
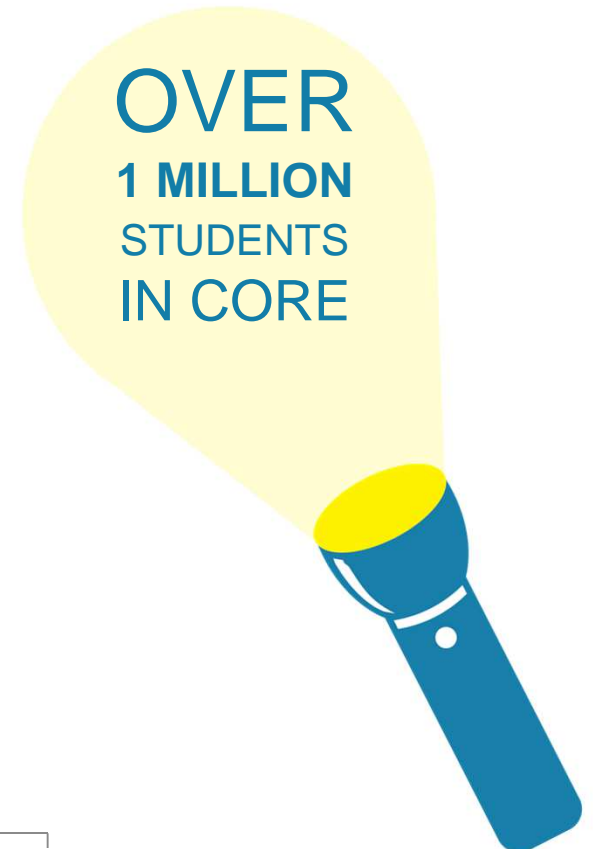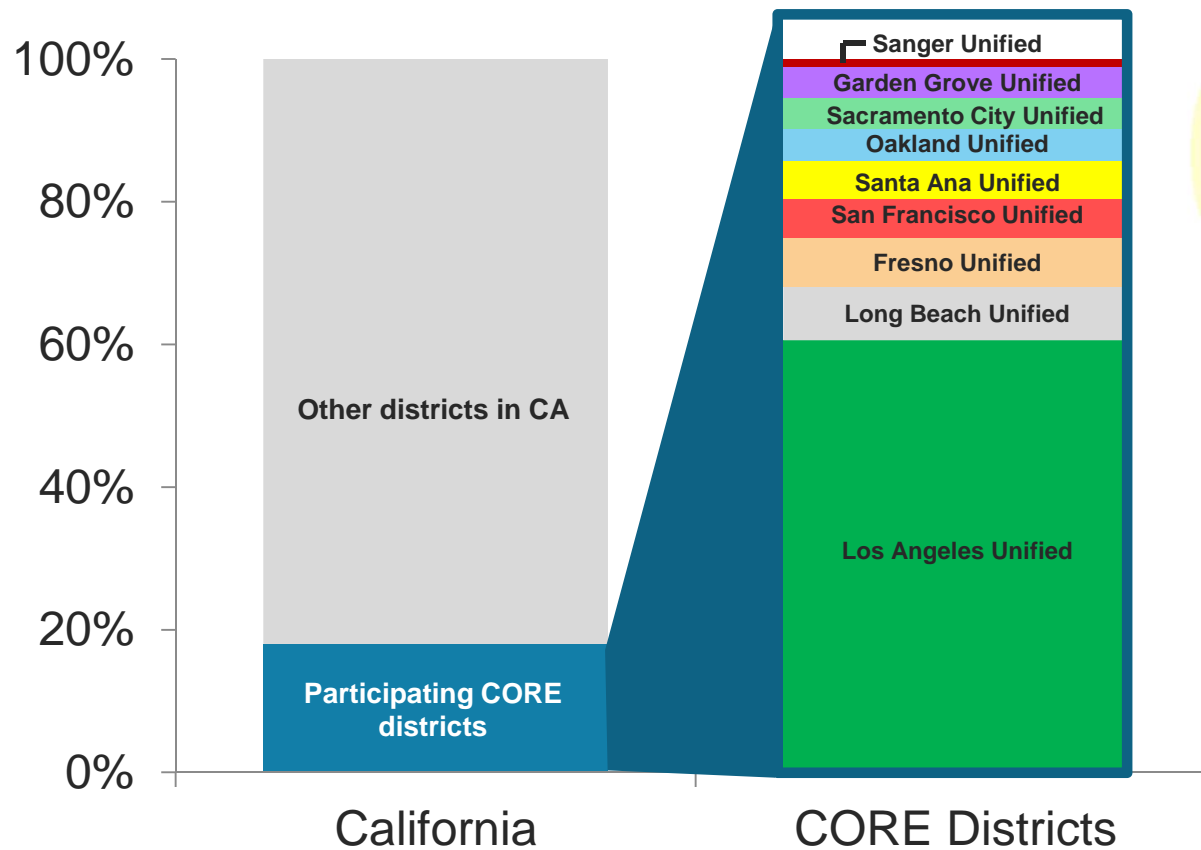
is a collaboration among

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.

OVER
1 MILLION
STUDENTS
IN CORE

The Intent of the School Quality Improvement Index:

Developed by educators and experts working with the CORE districts, the Index offers more and better information to help schools and teachers help students learn.

CORE Districts is committed to moving from traditional accountability frameworks…

...to an innovative and more inclusive approach

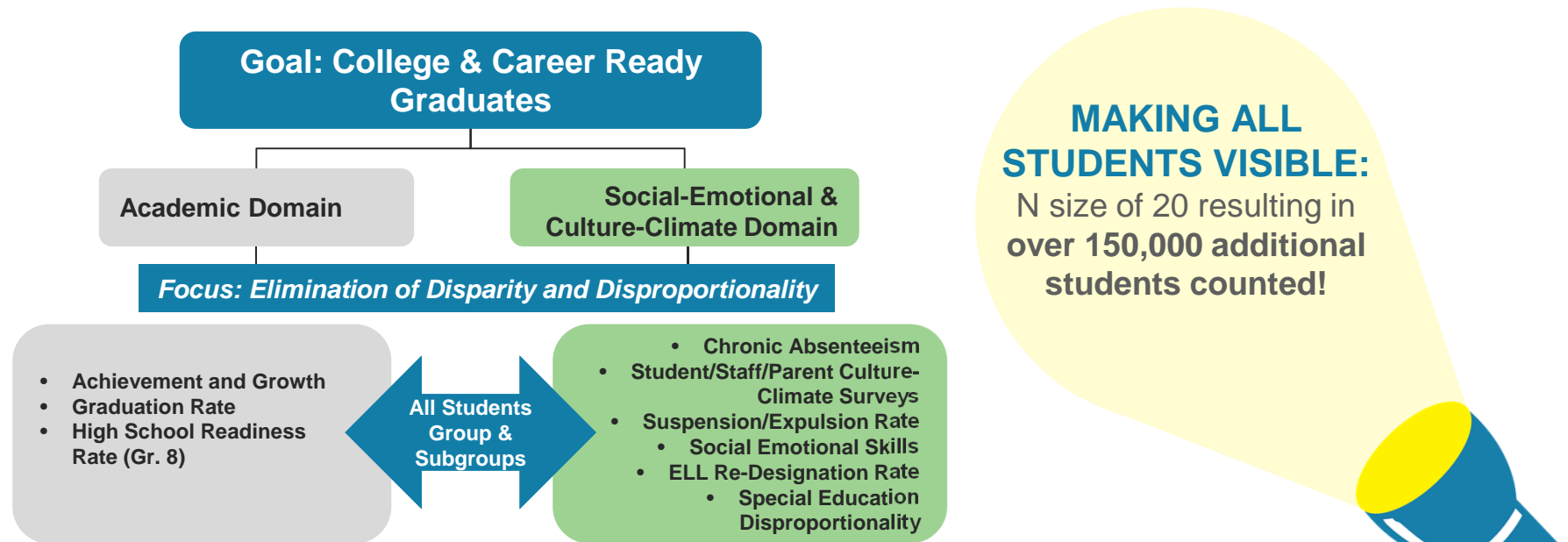|	
Narrow focus on academic indicators	Holistic, multiple indicators from the academic, social emotional and culture-climate domains
Accountability as a "hammer" that labels most schools as failing	Accountability as a needs and strengths assessment that identifies a small subset of schools in need of the greatest amount of support and capacity building
Only measuring achievement	Measuring achievement and growth
Only including subgroups with 100+ students	Including subgroups with 20+ students

Designing the School Quality Improvement Index:

Goal: College & Career Ready Graduates

Academic Domain

Social-Emotional & Culture-Climate Domain

Focus: Elimination of Disparity and Disproportionality

- Achievement and Growth
- Graduation Rate
- High School Readiness Rate (Gr. 8)

All Students Group & Subgroups

- Chronic Absenteeism
- Student/Staff/Parent Culture-Climate Surveys
- Suspension/Expulsion Rate
- Social Emotional Skills
- ELL Re-Designation Rate
- Special Education Disproportionality

MAKING ALL STUDENTS VISIBLE:
N size of 20 resulting in **over 150,000 additional students counted!**
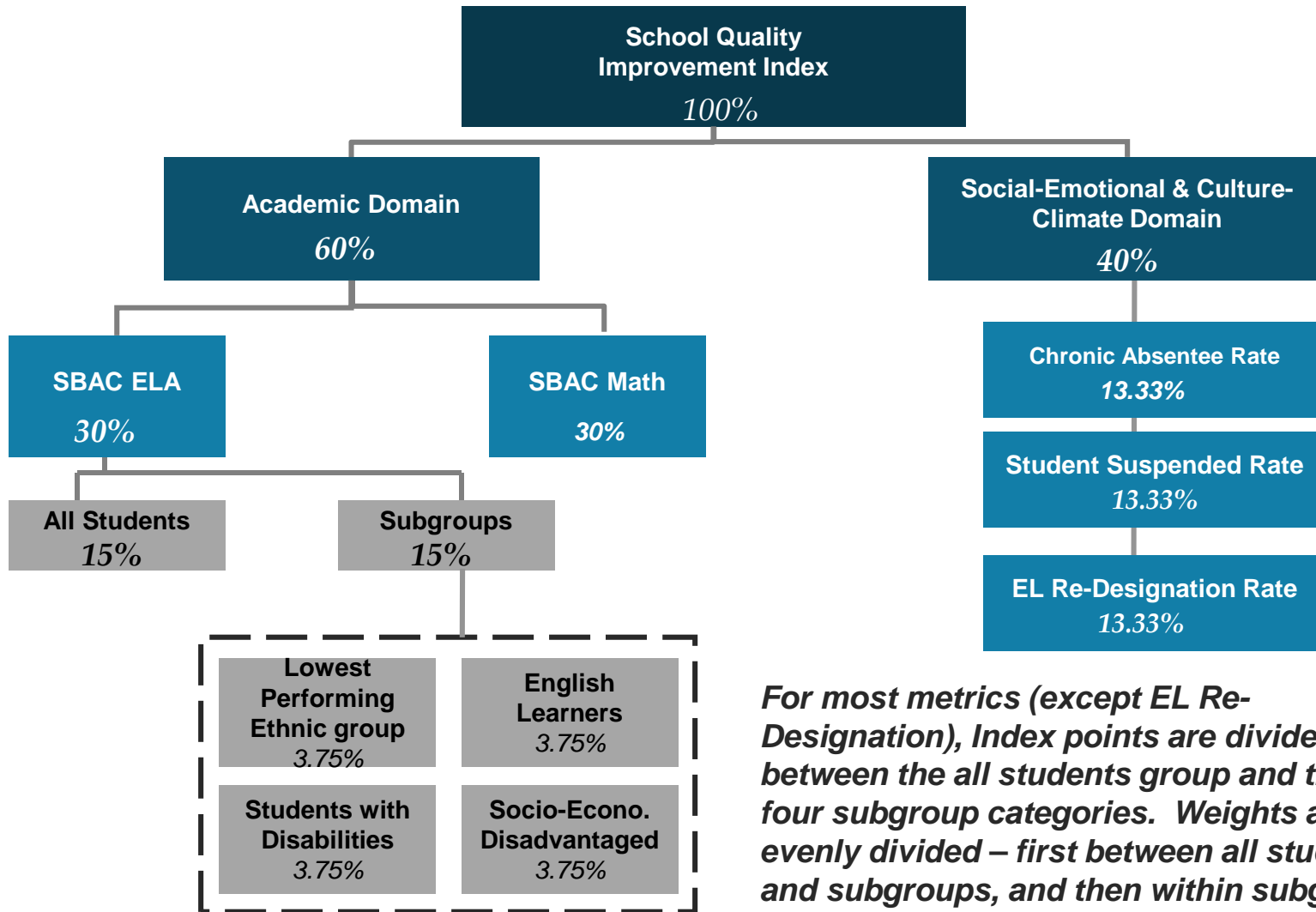
Guiding principles:
- ✓ Information as "flashlight" (and not a "hammer")
- ✓ From a narrow focus to a holistic approach
- ✓ Making all students visible
- ✓ From just achievement to achievement and growth

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)

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

School Quality Improvement Index
100%

Academic Domain
60%

Social-Emotional & Culture-Climate Domain
40%

SBAC ELA
30%

SBAC Math
30%

Chronic Absentee Rate
13.33%

Student Suspended Rate
13.33%

EL Re-Designation Rate
13.33%

All Students
15%

Subgroups
15%

Lowest Performing Ethnic group
3.75%

English Learners
3.75%

Students with Disabilities
3.75%

Socio-Econo. Disadvantaged
3.75%

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.

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

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 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

Combining CDE's data and reports with CORE's data and reporting system leads to a truly comprehensive LCAP summary.

LCAP Priority	LCAP Indicator	CORE Measure	State Measure Already Publicly Available?
Student Achievement	Performance on standardized tests	Academic performance and growth in ELA & Math	Yes
	Score on API	*n/a*	*n/a*
	Share of students that are college and career ready	In development	n/a
	Share of English learners that become English proficient	(none)	Yes
	English learner reclassification rate	English learner redesignation rate	Yes
	Share of students that pass AP exams	(none)	Yes
	Share of students determined prepared for college by EAP	(none)	Yes
Student Engagement	School attendance rates	(none)	No
	Chronic absenteeism rates	Chronic absenteeism rate	No
	Middle school dropout rates	High school readiness rate of 8th graders	No
	High school dropout rates	(none)	Yes
	High school graduation rates	4, 5, and 6 year rates	Yes
Other Student Outcomes	Other indicators of student performance	Social-emotional skills	n/a
School Climate	Student suspension rates	Percent of students suspended and/or expelled	Yes
	Student expulsion rates	Percent of students suspended and/or expelled	No
	Other local measures	Student, staff, and parent perceptions of school climate	n/a
Parental Involvement	Efforts to seek parent input	Student, staff, and parent perceptions of school climate	No
	Promotion of parental participation	(none)	No
Basic Services	Rate of teacher misassignment	(none)	Yes, not regularly
	Student access to standards-aligned instructional materials	(none)	Yes
	Facilities in good repair	(none)	Yes
Implementation of State Standards	Implementation of CCSS for all students	(none)	No
	Implementation of English language development standards	(none)	No
Course Access	Student access and enrollment in all required areas of study	(none)	No

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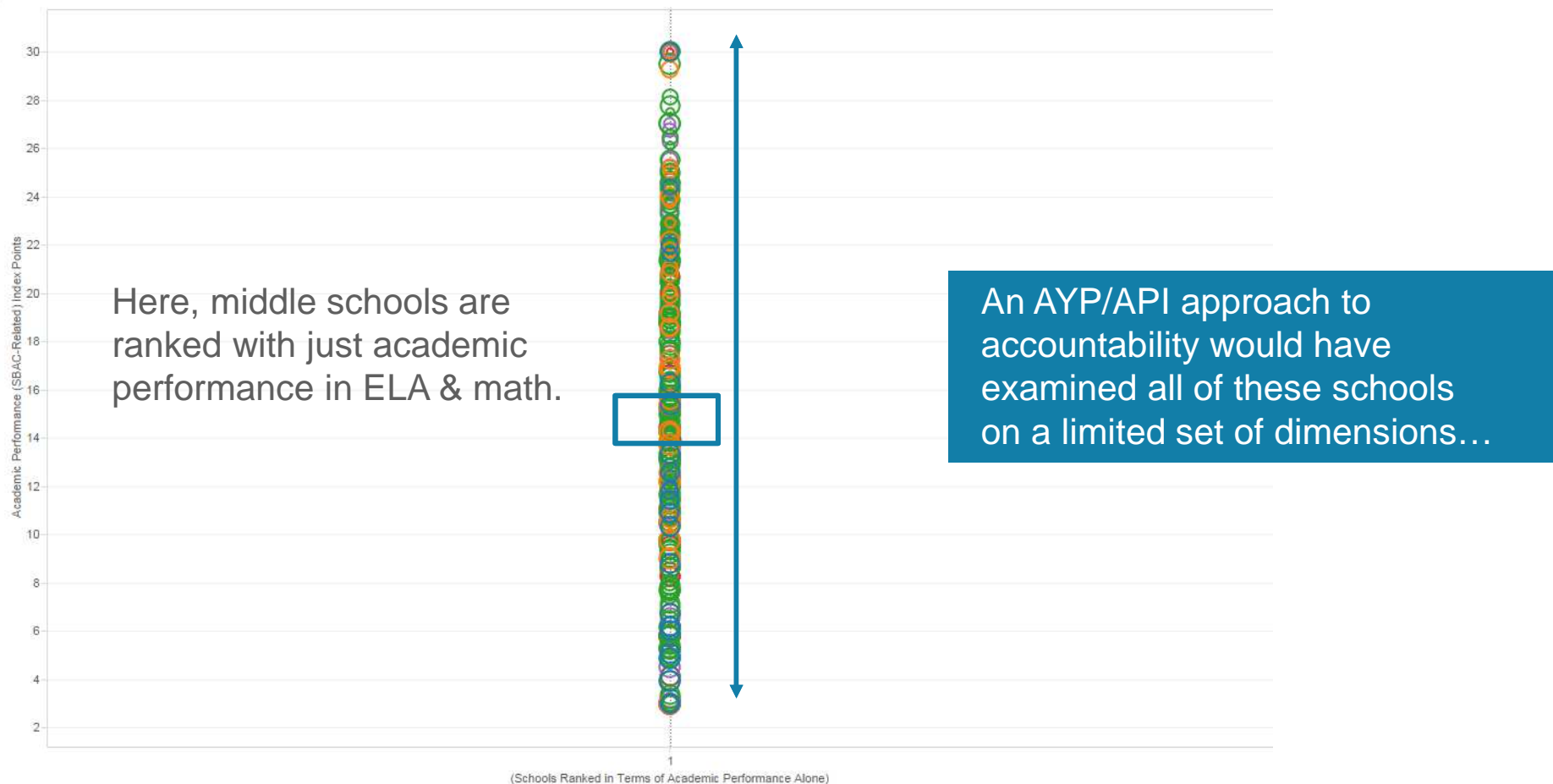- Evidence from baseline data that schools serving similar youth demonstrate notably different outcomes (such that there is evidence that schools play a substantive role in the outcome).

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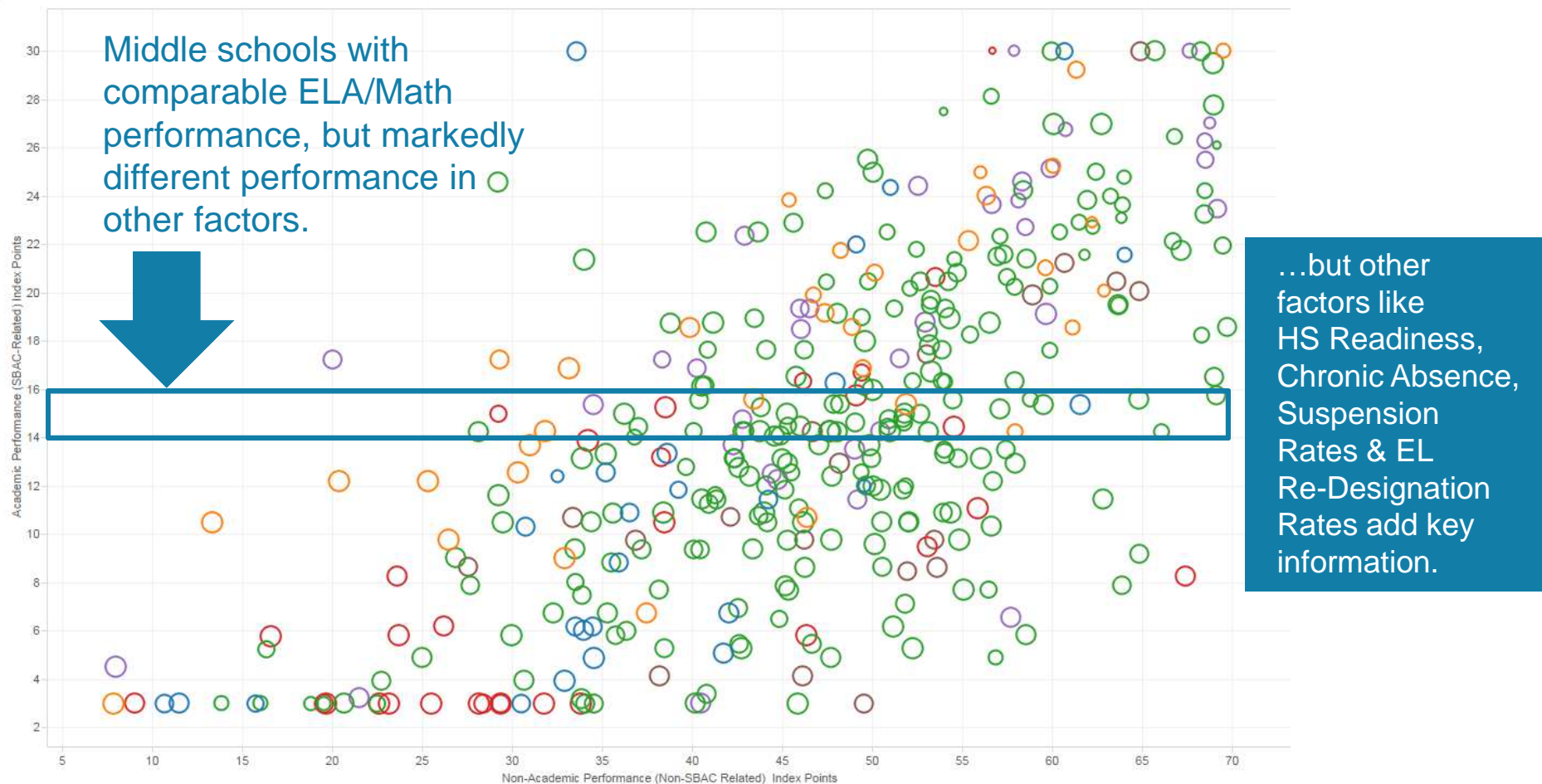
Preliminary finding 1b: Providing academic and social emotional/culture-climate factors creates a more holistic and actionable picture of schools.

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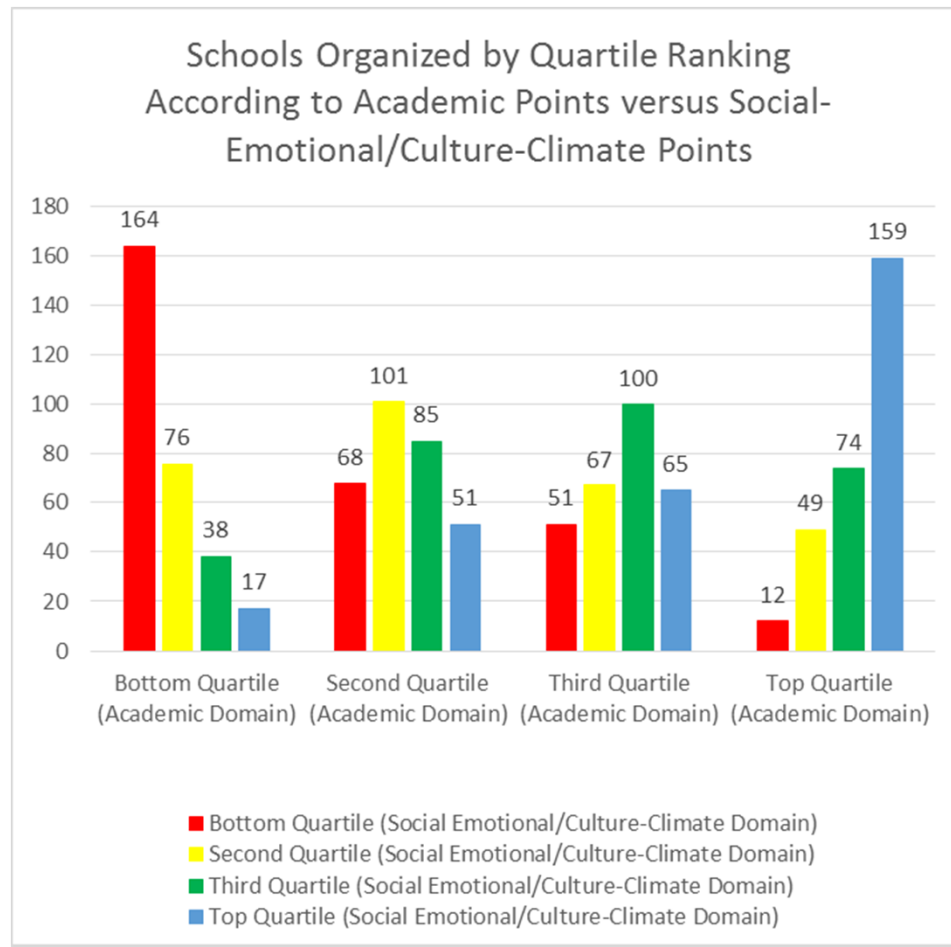

Here, middle schools are ranked with just academic performance in ELA & math.

An AYP/API approach to accountability would have examined all of these schools on a limited set of dimensions…

Academic Performance (SBAC-Related) Index Points

1
(Schools Ranked in Terms of Academic Performance Alone)

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).

Middle schools with comparable ELA/Math performance, but markedly different performance in other factors.

…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


Schools Organized by Quartile Ranking According to Academic Points versus Social-Emotional/Culture-Climate Points

Legend:
- ■ Bottom Quartile (Social Emotional/Culture-Climate Domain)
- ■ Second Quartile (Social Emotional/Culture-Climate Domain)
- ■ Third Quartile (Social Emotional/Culture-Climate Domain)
- ■ Top Quartile (Social Emotional/Culture-Climate Domain)

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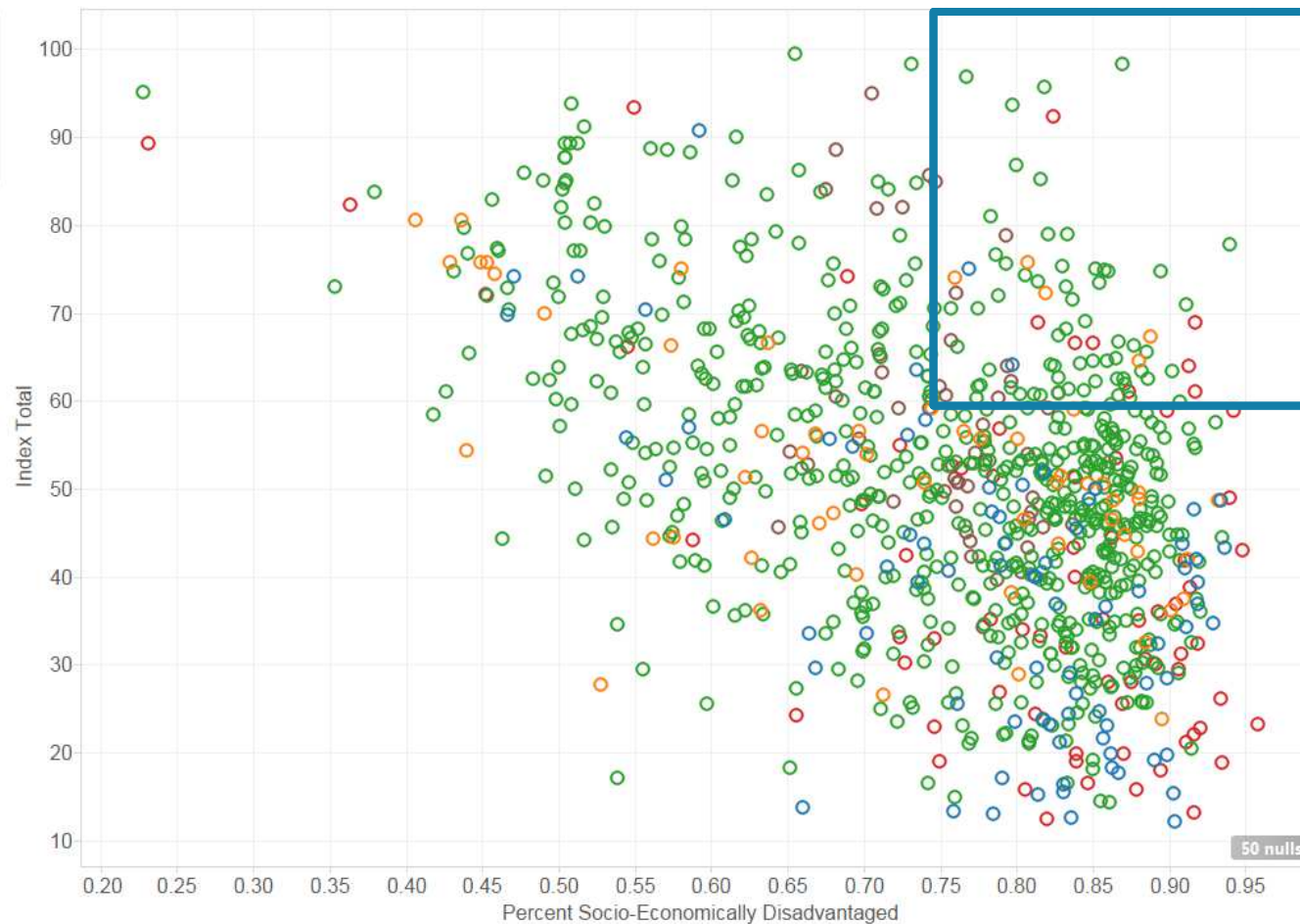
Consider these schools with markedly above average Index results, and three-quarters of students or more in poverty.

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

SAMPLE HIGH SCHOOL

Public | 2887

1234 Any Street
Random Valley, CA 12345

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%

	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-Economically 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				

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)

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/

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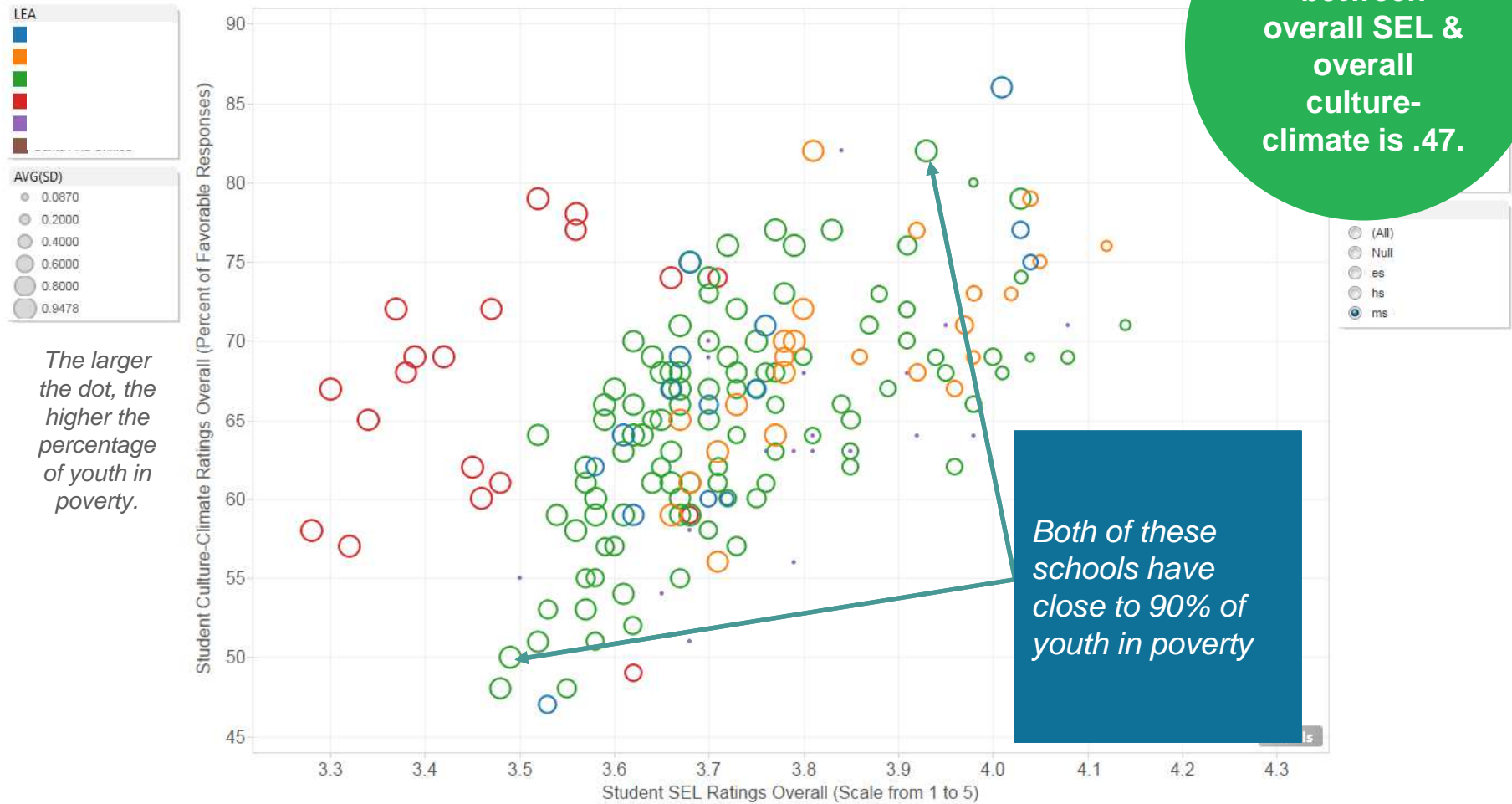
*The larger the dot, the higher the percentage of youth in poverty.*

Both of these schools have close to 90% of youth in poverty

LEA

AVG(SD)
- 0.0870
- 0.2000
- 0.4000
- 0.6000
- 0.8000
- 0.9478

- (All)
- Null
- es
- hs
- ms

Student Culture-Climate Ratings Overall (Percent of Favorable Responses)

Student SEL Ratings Overall (Scale from 1 to 5)

Student SEL vs Student Culture...   Sheet 8   Sheet 7

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.

Starting in Fall 2016, our measures will include indicators of growth in ELA and math.
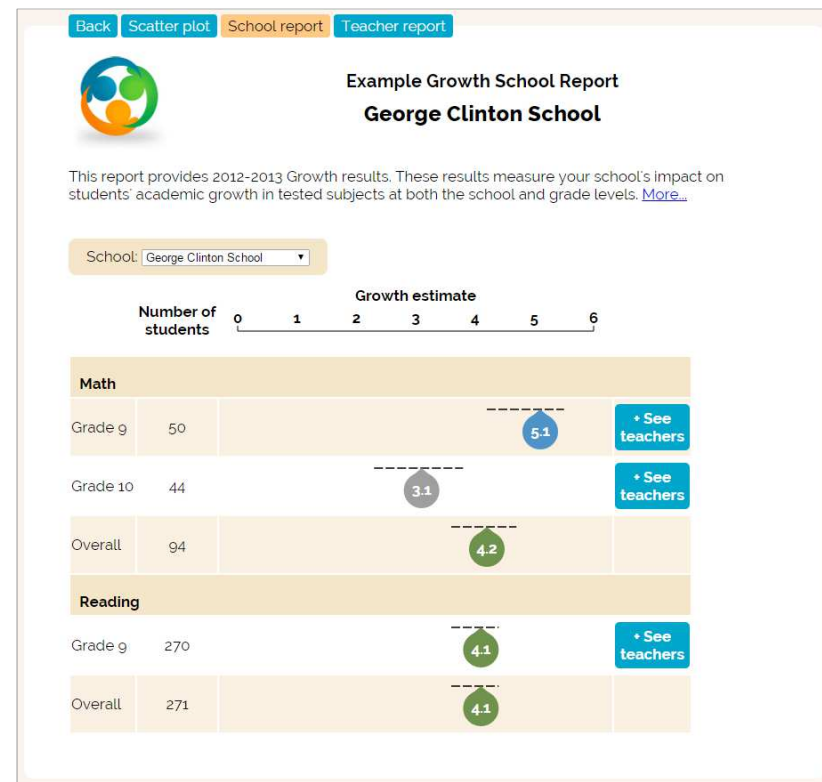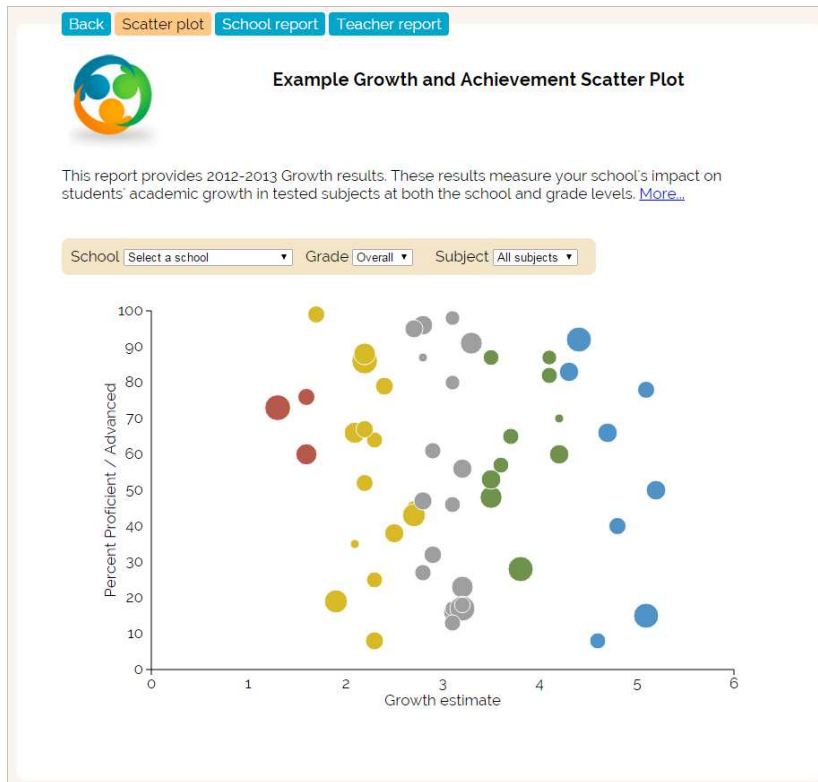
Actual CORE District reports will be created through a co-build process

Areas for future development of the CORE Index and Continuous Improvement Data System

Area	Possible Approaches
Developing the next generation of measures for Social Emotional Skills	• Performance Tasks • Game-based assessments • Observational assessments
Developing measures of College & Career Ready Graduates	• AP/IB enrollment/exam passage • SAT/ACT/SBAC college ready thresholds • Linking analyses between college going/college completion and current Index indicators • Partnering with the Linked Learning field on career readiness indicators (e.g., pathway completion) • High school capstone projects, graduate portfolios, etc.
Student growth measures non-achievement indicators	• SEL • Attendance • Probability of being HS Ready or Graduating
Adding LCAP subgroups	• Foster care students • Homeless students
Pre-K and the Early Grades	• School readiness indicators • Early reading and math indicators • Assessment of social emotional skills (e.g., teacher report on students)

Collaboration with the Linked Learning Alliance:

A next-generation, continuous improvement data system focused on college and career readiness

The Linked Learning Data System Architecture
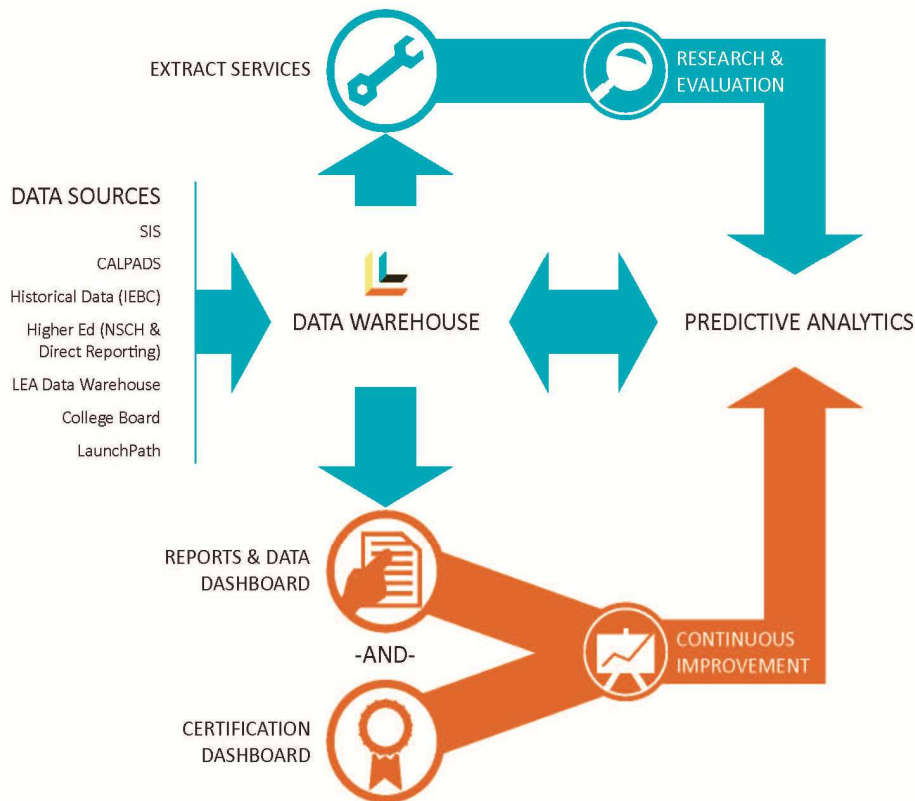
We're collaborating with the Linked Learning field on career readiness indicators (e.g., pathway completion)

Through this partnership, data collection, storage, analysis, and reporting can be streamlined across districts, reducing costs and saving time.

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

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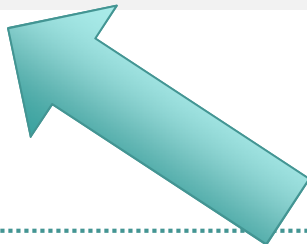
Our innovative approach to accountability and support is already impacting state policy and educator and school leader practice.

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.