

## CORE Districts collaboration since 2010

### CORE DISTRICTS

- ▶ Fresno Unified
- ▶ Garden Grove
- ▶ Los Angeles Unified
- ▶ Long Beach Unified
- ▶ Oakland Unified
- ▶ Sacramento City Unified
- ▶ San Francisco Unified
- ▶ Santa Ana Unified



**8** SCHOOL DISTRICTS



**>1m**  
STUDENTS



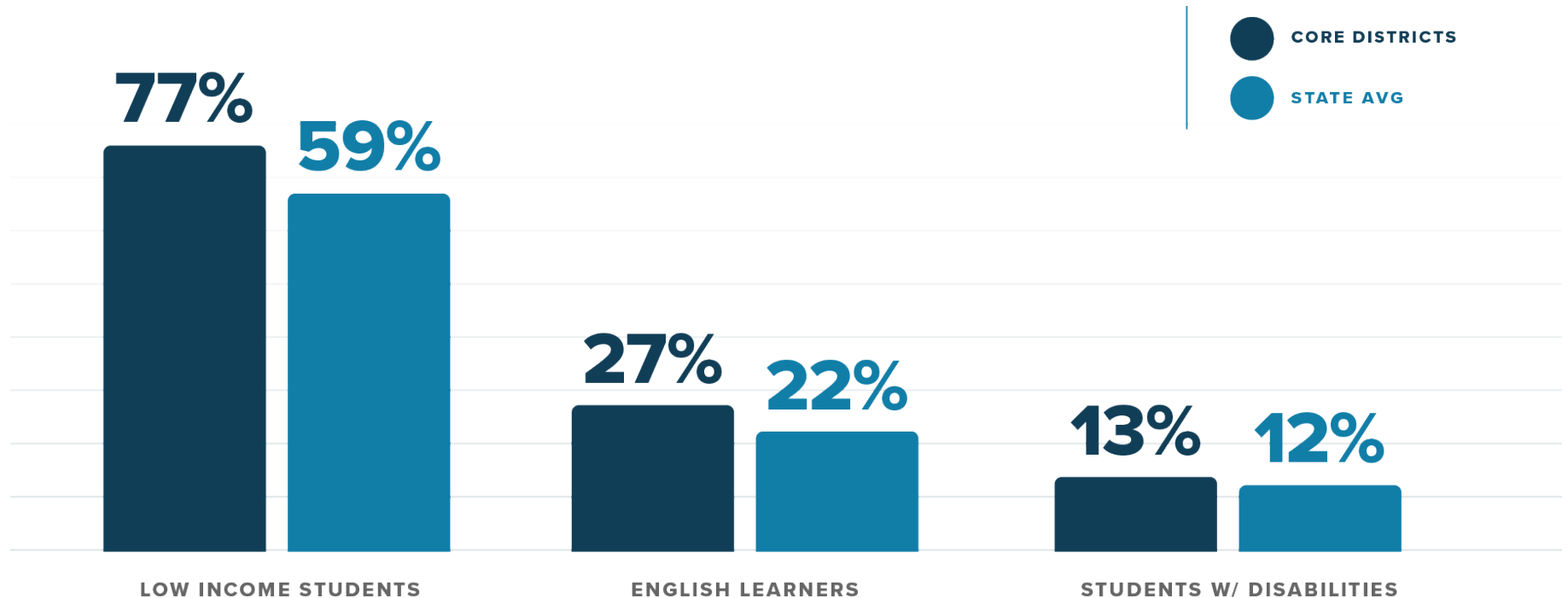
**~1,800**  
SCHOOLS



**~56,700**  
EDUCATORS

Traditionally underserved populations make up a large portion of the CORE Districts' student population.

**The percentage of these high need students is greater in the CORE Districts than it is in the state of California.**



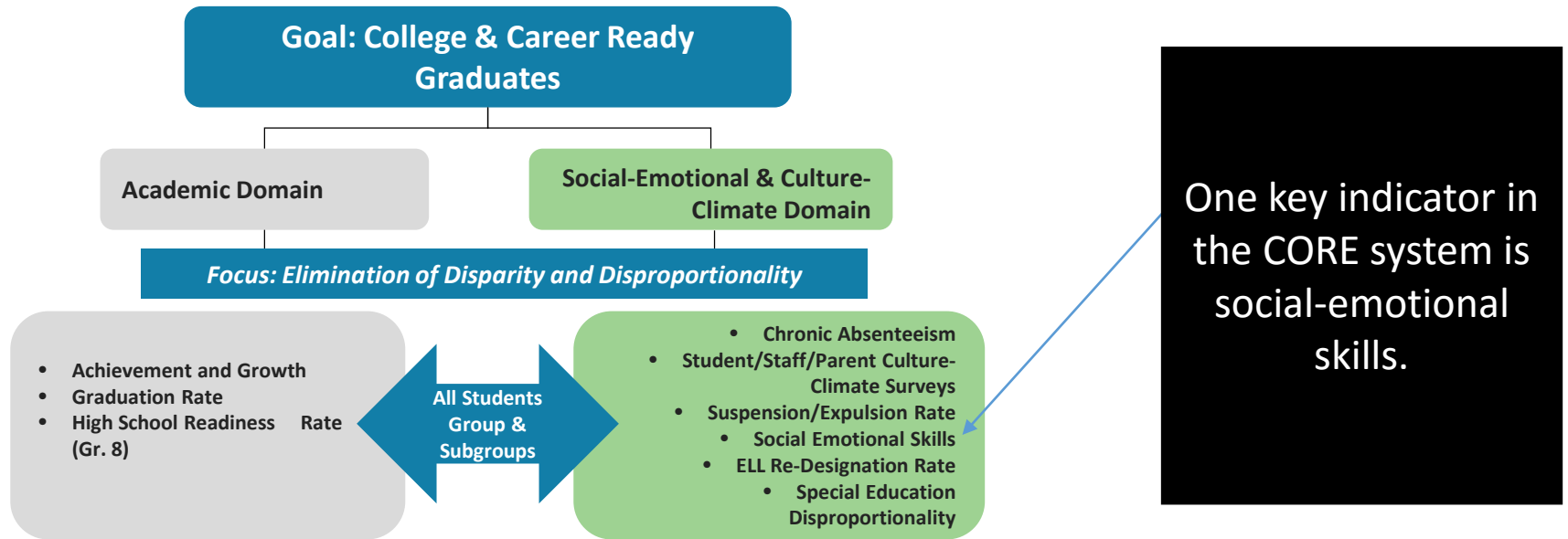
A light gray outline map of the United States, showing the borders of all 50 states. The map is centered in the background of the text.

The CORE Districts serve

**MORE STUDENTS**

than 35 other states.

# Designing the School Quality Improvement Index:



## 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)

CORE Districts underwent an iterative process based upon three criteria – measurability, actionability and meaningfulness to success in school/life – to land on these four skills

SE Competency	Definition
<b>Growth Mindset</b>	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.
<b>Self-Efficacy</b>	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.
<b>Self-Management</b>	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.
<b>Social Awareness</b>	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.

These competencies were initially measured through a combination of confidential student self-report and teacher report measures

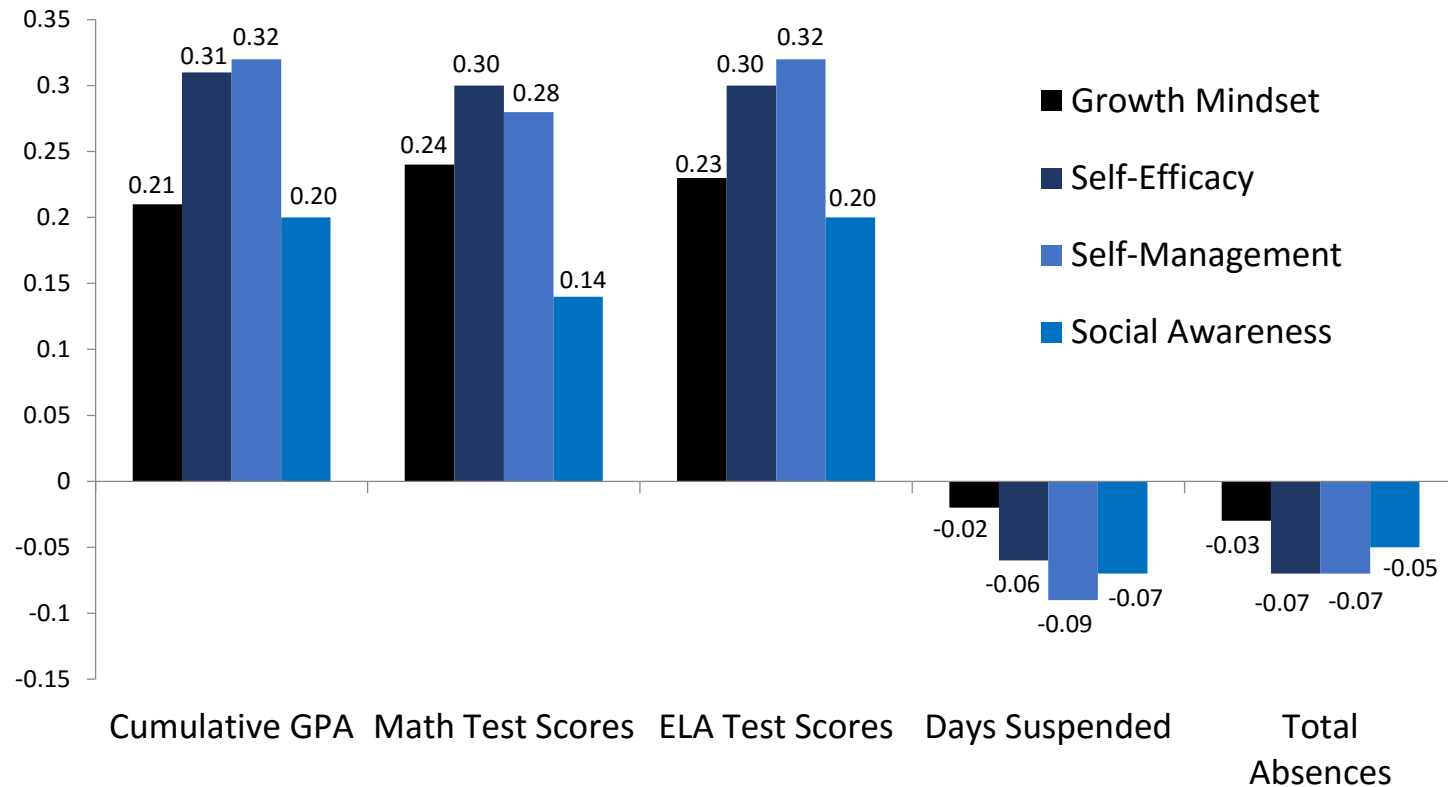
**Measures by Grade Level, Competency, and Type**

	Student Self-Report*	Teacher Report*	Key Contributors
<b>Grades K-3</b>			
<b>Self-Management</b>		x	Clancy Blair (NYU)
<b>Social Awareness</b>		x	CASEL / AIR
<b>Grades 4-12</b>			
<b>Growth Mindset</b>	x		Carol Dweck (Stanford) & Camille Farrington (CCSR)
<b>Self-Efficacy</b>	x		Camille Farrington (CCSR)
<b>Self-Management</b>	x	x	Angela Duckworth (UPenn)
<b>Social Awareness</b>	x	x	CASEL / AIR

\*To improve validity and mitigate the effect of reference bias, self-report and teacher report measures will include anchoring vignettes developed by ETS.

# Student self-reports are significantly predictive of other important student outcomes

## Correlation of Student Self-Reports with Academic and Behavioral Outcomes



# Means by Grade and Gender





## Illustrative Example

Index Results: Academic Domain (All Students)					
	Metric result 2015	Metric result 2016	Change in Metric Performance from 2015 to 2016	Index Level 2016	Change in Index Level from 2015 to 2016
Academic Performance English Language Arts	<b>19%</b> MEET OR EXCEED STANDARDS	<b>26%</b> MEET OR EXCEED STANDARDS	<b>7%</b>	<b>6/10</b>	<b>↑3</b>
Academic Growth - English Language Arts		<b>74%</b> GROWTH PERCENTILE		<b>8/10</b>	
Academic Performance Math	<b>8%</b> MEET OR EXCEED STANDARDS	<b>12%</b> MEET OR EXCEED STANDARDS	<b>4%</b>	<b>4/10</b>	<b>↑2</b>
Academic Growth - Math		<b>50%</b> GROWTH PERCENTILE		<b>5/10</b>	
HS Readiness	<b>42%</b> HIGH SCHOOL READY	<b>47%</b> HIGH SCHOOL READY	<b>5%</b>	<b>8/10</b>	<b>↑1</b>
Social-Emotional & Culture-Climate Domain (All Students)					
	Metric result 2015	Metric result 2016	Change in Metric Performance from 2015 to 2016	Index Level 2016	Change in Index Level from 2015 to 2016
Chronic Absenteeism	<b>19%</b> CHRONICALLY ABSENT	<b>17%</b> CHRONICALLY ABSENT	<b>-2%</b>	<b>1/10</b>	<b>→0</b>
Suspension Rates (includes students suspended and/or expelled)	<b>14%</b> SUSPENDED (AND/OR EXPELLED)	<b>10%</b> SUSPENDED (AND/OR EXPELLED)	<b>-4%</b>	<b>5/10</b>	<b>↑1</b>
English Learner Re-designation	<b>21%</b> RE-DESIGNATED	<b>16%</b> RE-DESIGNATED	<b>-5%</b>	<b>5/10</b>	<b>↓1</b>
Culture and Climate: Family Overall		<b>86%</b> PERCENT FAVORABLE		<b>1/10</b>	
Culture and Climate: Staff Overall	<b>77%</b> PERCENT FAVORABLE	<b>75%</b> PERCENT FAVORABLE	<b>-2%</b>	<b>3/10</b>	<b>→0</b>
Culture and Climate: Student Overall	<b>61%</b> PERCENT FAVORABLE	<b>57%</b> PERCENT FAVORABLE	<b>-4%</b>	<b>1/10</b>	<b>↓1</b>
Social-Emotional Skills: Growth Mindset	<b>55%</b> PERCENT POSITIVE	<b>58%</b> PERCENT POSITIVE	<b>3%</b>	<b>5/10</b>	<b>↑3</b>
Social-Emotional Skills: Self-Efficacy	<b>50%</b> PERCENT POSITIVE	<b>46%</b> PERCENT POSITIVE	<b>-4%</b>	<b>1/10</b>	<b>↓2</b>
Social-Emotional Skills: Self-Management	<b>69%</b> PERCENT POSITIVE	<b>66%</b> PERCENT POSITIVE	<b>-3%</b>	<b>2/10</b>	<b>↓1</b>
Social-Emotional Skills: Social Awareness	<b>54%</b> PERCENT POSITIVE	<b>51%</b> PERCENT POSITIVE	<b>-3%</b>	<b>1/10</b>	<b>→0</b>

Starting in 2015-16, our multiple measure school report cards included social-emotional survey results.

Reports support  
**CONTINUAL IMPROVEMENT**  
for school leaders  
and teachers

*Our 2015-16 results add academic growth, culture-climate surveys and social emotional skills to the picture.*

CORE has launched an improvement community focused on closing math achievement gaps that will in part be focused on SEL as a root cause of these gaps.

## Problem

## Potential drivers



Improve **math proficiency** of African-American and Hispanic/Latino students, **especially grades 4-8**

- Integrating **social emotional learning** into math instruction
- Improving the **quality of teaching** in math
- Aligning **curriculum** with **assessments**
- Improving the **human capital pipeline** in math