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A Technical Guide to the CORE School Quality Improvement Index: SY 2014-15



Developed by the CORE Districts with support from the John Gardner Center for Youth at Stanford University



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I. Introduction

This guide has been designed to describe methods used in the implementation of the CORE School Quality Improvement Index (hereafter, the “Index”), as well as associated methods utilized in identifying schools for designations, interventions, supports and the like.

A. About CORE Districts

At CORE Districts, we are working to improve student achievement by fostering meaningful collaboration and learning among school districts. Our ten participating school districts are: Los Angeles, Long Beach, Fresno, Santa Ana, San Francisco, Garden Grove, Sacramento City, Oakland, Clovis, and Sanger Unified School Districts. These districts, which serve more than 1.1 million students, share a fundamental belief that all students can achieve at high levels.

B. About the John Gardner Center for Youth

The John W. Gardner Center for Youth and Their Communities at the Stanford Graduate School of Education partners with communities, researchers and practitioners to produce evidence-based research to improve and strengthen the well-being of youth, inform policy and practice in the fields of education and youth development, and emphasize the importance of equity and



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capacity-building in youth-serving organizations. Named for the prolific thinker, innovator and activist John W. Gardner, the Gardner Center was founded in 2001 by Milbrey McLaughlin, the David Jacks Professor of Education and Public Policy (emerita).

C. About the School Quality Improvement System

In August 2013, CORE Districts applied for and received a federal waiver to replace the No Child Left Behind (NCLB) accountability rules with the School Quality Improvement System. This district-level NCLB waiver marks an historic shift to a collaborative model of local accountability, setting a new standard for cross-district communities of shared knowledge rather than silos of compliance. The School Quality Improvement System calls for a reorientation of districts' work, with districts assuming unprecedented accountability to eliminate disparity in all subjects and across academic as well as social-emotional and school culture-climate factors.

D. About the School Quality Improvement Index

The School Quality Improvement Index ("the Index") represents a set of fundamental shifts in school accountability, grounded in the shared values and continuous improvement philosophy shared by the CORE Districts.

- **From accountability as a "hammer" to accountability as "flashlight":** The Index and the reports included here are designed to help school communities identify strengths that can be leveraged, and challenges to address. Interventions and supports are focused on capacity building through peer learning and collaborative action.
- **From a narrow focus to a holistic approach:** The Index includes a basket of measures with indicators in both the academic domain, and the social-emotional and culture climate domain.
- **Making all students visible by moving from an "n" of 100 to an "n" of 20:** At the heart of the Index is a focus on eliminating disparity and disproportionality. For that reason, the Index includes results for any student group with 20 or more students.
- **From just achievement to achievement and growth:** Starting in Fall 2016, the Index will include measures of individual student growth over time on state assessments in ELA and math.

II. The Metrics of the School Quality Improvement Index

The Index includes a basket of metrics from the Academic and Social-Emotional/Culture-Climate Domains. The table below provides a summary description of those metrics. The metrics are then described in greater detail.



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Domain	Metric	Short Description
Academic Domain	Academic Performance	Measures the percentage of students who meet grade level standards in English Language Arts and Math as measured by state standardized tests .
	Growth*	Measures of academic growth examine individual student performance over time. For the purposes of the Index, the CORE Growth model will be designed to look at the extent to which schools have helped students move from point A to point B relative to students who started the school year in a similar place (e.g., in terms of prior achievement and in terms of observable demographics like English Learner status or socioeconomic status).
	High School Readiness*	The high school readiness indicator measures the percentage of eighth graders who meet a set of criteria that predict they are highly likely to graduate high school on time: <ul style="list-style-type: none"> • 8th grade GPA of 2.5 or better, AND • Attendance 96% or better in 8th grade, AND • No D's or F's in ELA or Math in 8th grade final course (typically spring semester) grades, AND • Never suspended in 8th grade.
	Graduation	Every student entering high school is automatically placed into a 4-year cohort. Students who transfer out are subtracted from the cohort. New enrollees are added to the cohort as they transfer in. The number of graduates four years later is used to calculate the 4-year cohort graduation rate (graduates divided by students in the cohort). Similarly, the number of cumulative graduates five and six years later is used to calculate the 5-year and 6-year cohort graduation rates, respectively.
Social-Emotional & Culture Climate Factors	Chronic Absenteeism	A student is considered to be chronically absent if that student has an attendance rate of less than or equal to 90%. The number of chronically absent students is then aggregated to the school level to determine the number and proportion of chronically absent students for each school.
	Student/ Staff/ Parent Culture-Climate Surveys	Students in grades five to twelve, teachers and staff, and parents, guardians and caregivers participate in surveys to assess their perceptions of school culture-climate.
	Suspension/ Expulsion Rates	The percent of students suspended and/or expelled.



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	Social Emotional Skills	Students in grades five to twelve will be asked to self-report on a series of behaviors (e.g., coming to class prepared, following directions) and beliefs (e.g., whether it is more important to be talented or to put forth a lot of effort), that, taken together, have been validated as indicators of social-emotional skills such as self-management and growth mindset.
	ELL Re-Designation Rates	The CORE districts have included a re-designation metric specifically to attend to the reclassification of English Learners as fluent English proficient before youth become Long-Term English-Learners. We are therefore examining re-designation rates in terms of number of students who re-designate in a given year divided by those students redesignated during the year in question plus any non-redesignated English Learners with five years or more of instruction in US schools.

A. The Academic Domain

1. Academic Performance

Preparing students academically is an essential component of the work of our public education systems. Performance on annual standardized assessments will provide information as to how students are progressing in the acquisition of skills and knowledge in the areas of English Language Arts and Math. Once the state of California implements standards aligned assessments in Science and Social Science, the CORE Districts will explore adding those assessments to the Index.

Measurement method

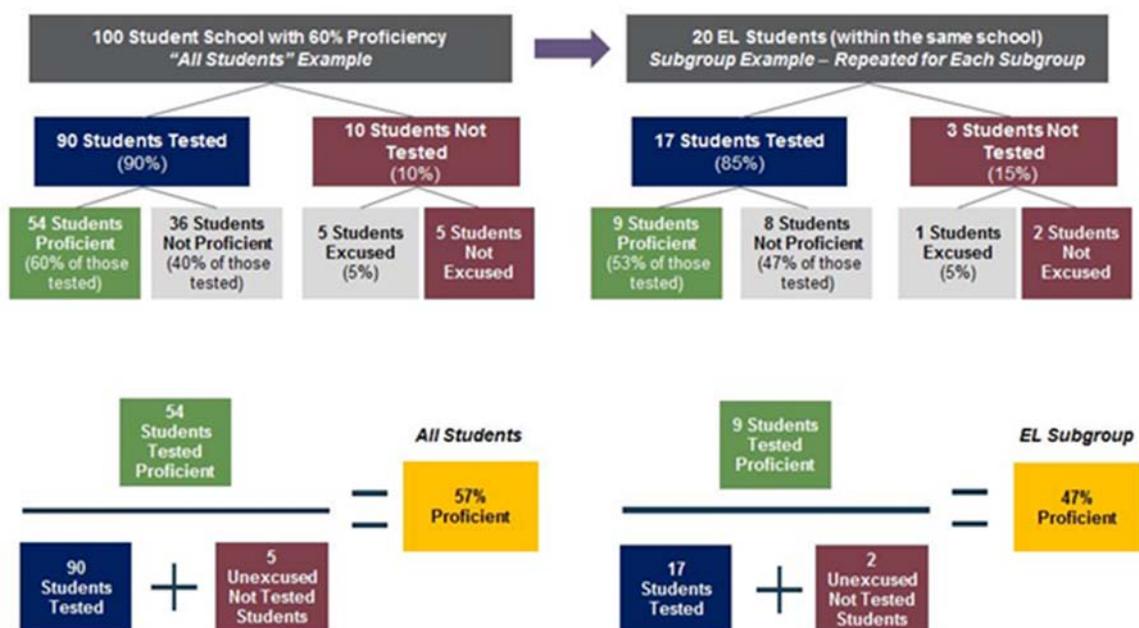
Academic performance is measured by the percentage of students who meet grade level standards in English Language Arts and Math, separately and respectively, as measured by state standardized tests (e.g., the Smarter Balanced assessments starting in SY 2014-15).

The numerator is determined by identifying the number of students meeting grade level standards in ELA or math, as measured by being at level “3” or “4” on the assessment in question. The denominator is generally determined by the number of students tested. That said, similar to the California Department of Education’s approach for measuring proficiency for the purposes of measuring Adequate Yearly Progress, the final analysis for the School Quality Improvement Index will only include students continuously enrolled from Fall Student Census (typically in October) to the time of testing.



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Further, any school testing less than 95% of eligible students in the all students group or any individual subgroup will receive an adjusted performance score in ELA and/or math that includes the number of non-tested students as “not meeting standards” for both the “all students” group and each subgroup, raising each to the total number of students to the equivalent of 95%. The addition of students to reach 95% of eligible students is restricted to the continuously enrolled students who would have been included in the academic performance results.



2. Academic Growth

While absolute performance on standardized tests provides an important snapshot of the extent to which students are on track toward acquiring the academic skills to be prepared for college and career, looking at growth alongside performance creates a more complete picture of how schools are supporting student learning. Growth measures allow us to examine questions like,

- Are students in a particular school growing faster than similar students across the CORE districts?
- Are particular subgroups of students or grade levels in a school growing faster or slower relative to similar students?



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Measurement method

Measures of academic growth examine individual student performance over time. For the purposes of the Index, the CORE Growth model will be designed to look at the extent to which schools have helped students move from point A to point B relative to students who started the school year in a similar place (e.g., in terms of prior achievement and potentially in terms of observable demographics like English Learner status or socioeconomic status).

CORE's growth model will utilize one of two possible approaches, which will be determined based upon an analysis of both approaches utilizing 2015 and 2016 SBAC data:

- **Preferred approach – using SBAC's vertical scale:** Our preference will be to use the vertical scale in SBAC to measure student growth. That is, unlike the CST results, the results on the SBAC will be designed to show growth over time. With the CSTs, a score of 350 on a scale from 150 to 600 meant that a student was on track at every grade level. With the SBAC results, students will need to get higher scores each year to be on grade level. And, the extent to which a student's score goes up would then estimate the amount of learning that has occurred in a given year. If the SBAC results ultimately operate this way in a manner that is fairly consistent across grade levels and levels of student performance, we can simply subtract each student's score in the current year from his/her score in the prior year. By subject (e.g., ELA or math), we will then aggregate the results of this simple growth analysis (e.g., find the average growth) for all of the students in each school.

That said, if the SBAC results do not ultimately provide a vertical scale that can fairly be used for examining student growth over time across grade levels, schools and educators, we will utilize the option described below.

- **Next best option – using a Student Growth Percentile approach with multiple controls and confidence intervals:** The growth model will utilize a student growth percentiles approach. The Georgia Department of Education suggests that Student Growth Percentiles (SGPs), "describe a student's growth relative to his/her academic peers - other students with similar prior achievement (i.e., those with a similar history of scores). A growth percentile is generated for each student which describes his or her "rank" on current achievement relative to other students with similar [performance] histories. A growth percentile can range from 1 to 99. Lower percentiles indicate lower academic achievement growth and higher percentiles indicate higher academic growth." [1] The CORE growth will identify "academic peers" for the purpose of calculating SGPs using the following control variables.



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- Prior achievement in relevant subjects (e.g., prior ELA and math achievement will be used as controls in the ELA growth model and vice versa), and
 - Select observable demographics:
 - Special education status
 - English Learner status
 - Free or Reduced Priced Lunch status
 - Homeless status
 - Foster status
 - Results will be expressed on a scale from 1 to 99 with 50 being average growth.
 - Results will include both a point estimate (e.g., best estimate) and a 95% confidence interval to account for errors in the estimates (e.g., due to lower n-sizes, known measurement error in the tests, “noisy” results).
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[1] See <http://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Pages/Student-Growth-Percentiles.aspx>

3. High School Readiness

A central goal of the CORE School Quality Improvement System is to ensure that all students make steady progress to achieving college and career readiness by 12th grade. Studies of student performance across the middle and high school continuum indicate that there are critical risk factors in middle school (e.g., substance abuse)[1] and positive performance factors (e.g., strong middle school grade point averages) that can help educators to assess what middle school students are on track to succeed in high school and to graduate on time. [2]

What is the initial approach the CORE districts are using to measure the percentage of 8th graders on track to graduate high school?

The initial approach for the CORE on track to graduate indicator for Middle Schools includes four metrics that have been found in the available literature and through an examination of CORE district data to be highly predictive in 8th grade of on-time high school graduation:

- 8th grade GPA of 2.5 or better, AND
- Attendance 96% or better in 8th grade, AND



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- No D's or F's in ELA or Math in 8th grade final course (typically Spring semester) grades, AND
- Never suspended in 8th grade.

Grade Point Average (GPA) and Grades (in ELA & Math)

A student's GPA is indicative of how well he or she is performing in class, and by extension, how well the student understands course material. Beyond this, a high GPA also indicates that students have the ability and persistence to address social and emotional issues that mediate learning,[3] give school and studying a high priority,[4] possess a healthy measure of self-esteem,[5] and are connected with a good educational and emotional support system.[6] English Language Arts and math are essential to success in high school, and non-passing grades in these courses present challenges to on-time academic progress in later grades. [7]

Attendance

Attendance is a strong predictor of students' academic success. Studies report that there is a negative correlation between absences and test scores as well as grades.[8] When students are in school more, they have a greater number of opportunities to work collaboratively with their peers, get additional help from teachers, and be in a developmentally supportive environment. This can lead to a deeper understanding of course materials, more willingness to persevere through difficult assignments, and better long-term results.

Suspension

There is a body of research showing that suspensions are predictors of poor outcomes in school.[9] For instance, a report by the Council of State Governments Justice Center, citing other studies, noted that schools with higher rates of suspension reap no gains in achievement, but they do have higher dropout rates and increase the risk that their students will become embroiled in the juvenile justice system (Balfanz, 2013; Fabelo, 2011; Schollenberger, 2013).[10]

Calculation Method

The percentage of students who, at the end of 8th grade have a GPA of 2.5 or better, AND 96% school attendance or better, AND no "Ds" or "Fs" in their final course grades in 8th grade, AND who were not suspended in 8th grade. Students included in the calculation are those who were continuously enrolled at the school in question, during the year in question.



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- [1] Nathan D. Shippee and Timothy J. Owens, "GPA, Depression, and Drinking: A Longitudinal Comparison of High School Boys and Girls," *Sociological Perspectives* 54, no. 3 (Fall 2011): 351–76, doi:<http://dx.doi.org/10.1525/sop.2011.54.3.351>.
- [2] Karl L. Alexander, Doris R. Entwisle, and Nader Kabbani, "The Dropout Process in Life Course Perspective: Early Risk Factors at Home and School," *Teachers College Record* 103, no. 5 (2001): 760–822; Ruth Curran Neild and Robert Balfanz, *Unfulfilled Promise: The Causes and Consequences of High School Dropout in Philadelphia, 2000-2005* (Philadelphia: The Philadelphia Youth Network, 2006).
- [3] Shippee and Owens, "GPA, Depression, and Drinking."
- [4] Jerome Rabow, Hee-Jin Choi, and Darcy Purdy, "The GPA Perspective: Influences, Significance, and Sacrifices of Students," *Youth & Society* 29, no. 4 (June 1, 1998): 451–70, doi:10.1177/0044118X98029004003.
- [5] Patricia A. Cavazos-Rehg and Janice L. DeLucia-Waack, "Education, Ethnic Identity, and Acculturation as Predictors of Self-Esteem in Latino Adolescents," *Journal of Counseling and Development: JCD* 87, no. 1 (Winter 2009): 47–54.
- [6] Anne T. Henderson and Karen L. Mapp, *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. Annual Synthesis 2002* (National Center for Family and Community Connections with Schools, 2002).
- [7] Joanna Horing Fox and Robert Balfanz, "On Track for Success, the Use of Early Warning Indicator and Intervention Systems to Build a Grad Nation," November 2011, http://new.every1graduates.org/wp-content/uploads/2012/03/on_track_for_success.pdf.
- [8] Martha Abele Mac Iver and Matthew Messel, *Predicting High School Outcomes in the Baltimore City Public Schools*, The Senior Urban Education Research Fellowship (The Council of the Great City Schools, 2012), <http://new.every1graduates.org/wp-content/uploads/2012/10/Predicting-High-School-Outcomes.pdf>.
- [9] See, for instance, Cited in Losen and Martinez, *Out of School & Off Track: The Overuse of Suspensions in American Middle and High Schools* (2010). A Report by the Council of State Governments Justice Center; <http://csgjusticecenter.org/youth/publications/out-of-school-off-track-the-overuse-of-suspensions-in-american-middle-and-high-schools/>
- [10] Cited in Report by the Council of State Governments Justice Center (2010).

4. Graduation

High school graduation is an essential milestone on the road to college and/or a career with a living wage. By including 4-year, 5-year and 6-year cohort graduation rates, the CORE districts are placing value on continuing to work with youth who need an additional year or two to



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complete high school graduation requirements (e.g., late entering English Learners who need additional time as they learn English along with their academic coursework).

Measurement method

Every student entering high school is automatically placed into a 4-year cohort. Students who transfer out are subtracted from the cohort. New enrollees are added to the cohort as they transfer in. The number of graduates four years later is used to calculate the 4-year cohort graduation rate (graduates divided by students in the cohort). Similarly, the number of cumulative graduates five and six years later is used to calculate the 5-year and 6-year cohort graduation rates, respectively.

B. The Social-Emotional and Culture-Climate Domain

1. Chronic Absenteeism

Chronic Absence is defined as “missing 10 percent or more of school over the course of the school year for any reason, including excused and unexcused absences.”[1]

Effects of Chronic Absence on Academic Achievement

Recent studies of schools in 2 California counties and of schools in Oregon found that chronic absences as early as kindergarten can have detrimental effects on students’ academic achievement. Chronic absence in kindergarten and/or 1st grade results in lower scores on ELA and Math standardized tests throughout the rest of elementary school.[2] Regardless of age, chronically absent students tend to fall behind on coursework and struggle in class when they return. Separate studies examining the Chicago Public Schools, Los Angeles Unified School District, and the School District of Philadelphia show chronic absence to be highly predictive of dropping out of school. Chronically absent 7th, 8th, and 9th graders only had between a 17 and 24 percent chance of graduating.[3] Additionally, missing 20 percent of class in 9th grade is more predictive of dropping out than 8th grade test scores.[4] Similarly, 6th grade attendance, in conjunction with misbehavior and course failures can predict 60 percent of future dropouts.[5]

Chronic Absence in the Social-Emotional/Culture-Climate Domain of the Index

The indicator for chronic absence is situated in the Social-Emotional/Culture-Climate domain of the School Quality Improvement Index. This placement reflects research suggesting that chronic absence can be an early indicator for systems-level problems within schools and in the school community. A lack of reliable transportation, or community violence, for example, might be



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contributing factors to chronic absence. Within schools, if students come to believe that attending school is not worthwhile, if they are bullied, or if they are in constant conflict with teachers and staff, they may lose motivation to come to school. The chronic absence indicator may serve to alert district and school leaders to examine these causal factors and to implement programs to mitigate negative effects and keep students in school.[6]

Measurement Method

A student is considered to be chronically absent if that student had an attendance rate of less than or equal to 90% (a student's attendance rate was calculated by dividing the number of days attended during the school year in question by the number of days in which the student was enrolled). The number of chronically absent students was then aggregated to the school level to determine the number and proportion of chronically absent students for each school.

Chronic absence was only determined for students enrolled in the district at least 45 days, which is one quarter of a 180-day school year. Furthermore, if a student was enrolled in more than one school during the school year in question, the student's attendance and enrollment data were aggregated across all schools attended that year. The aggregated figures were used to determine if the student was chronically absent, and the result for that student was associated with the student's last known school of attendance.

[1] *Improving Student Achievement by Addressing Chronic Absence*, Policy Brief (California School Board Association, December 2010), 1, http://www.csba.org/GovernanceAndPolicyResources/DistrictPolicyServices/~media/CSBA/Files/GovernanceResources/PolicyNews_Briefs/ChronicAbsence_Trucancy/2010_12_PolicyBrief_ChronicAbsence.ashx.

[2] Applied Survey Research, *Attendance in Early Elementary Grades: Associations with Student Characteristics, School Readiness, and Third Grade Outcomes*, Mini-Report, (July 2011), <http://www.attendanceworks.org/wordpress/wp-content/uploads/2010/04/ASR-Mini-Report-Attendance-Readiness-and-Third-Grade-Outcomes-7-8-11.pdf>; Melanie Hart Buehler, John Tapogna, and Hedy N. Chang, *Why Being in School Matters: Chronic Absenteeism in Oregon Public Schools*, Research Brief (ECONorthwest, June 2012), <http://www.attendanceworks.org/wordpress/wp-content/uploads/2012/02/Oregon-Research-Brief.pdf>.



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[3] David Silver, Marisa Saunders, and Estela Zarate, *What Factors Predict High School Graduation in the Los Angeles Unified School District*, California Dropout Research Project Report #14, June 2008.

[4] Elaine Allensworth and John Q. Easton, *What Matters for Staying On-Track and Graduating in Chicago Public High Schools: A Close Look at Course Grades, Failures, and Attendance in the Freshman Year*, Research Report (Chicago: Consortium on Chicago School Research, July 2007).

[5] Robert Balfanz, Liza Herzog, and Douglas J. Mac Iver, "Preventing Student Disengagement and Keeping Students on the Graduation Path in Urban Middle-Grades Schools: Early Identification and Effective Interventions," *Educational Psychologist* 42, no. 4 (Fall 2007): 223–35, doi:10.1080/00461520701621079. Also note that in this study, absences were examined at ≥ 20 percent of the year

[6] See, *Improving Student Achievement by Addressing Chronic Absence*.

2. Student/ Staff/ Parent Culture-Climate Surveys

The CORE Board has approved, for inclusion in the Index, the measurement of a range of school climate indicators that have been found to predict positive student academic achievement. The indicators fall under four broad areas of focus: Teaching and Learning, Interpersonal Relationships, Safety, and School-Community Engagement.

Teaching and Learning. Research indicates that a positive school climate creates an optimal environment for learning. Studies have shown, for example, that teacher practices that promote active student engagement in the learning process contribute to student academic achievement. [1].

Within this area of focus, we are specifically measuring **climate of support for academic learning**, defined as follows:

- Students and teachers feel that there is a climate conducive to learning and that teachers use supportive practices, such as encouragement and constructive feedback; varied opportunities to demonstrate knowledge and skills; support for risk-taking and independent thinking; atmosphere conducive to dialog and questioning; academic challenge; and individual attention to support differentiated learning.

Interpersonal Relationships. Teacher's social interactions with students directly affect student's behavioral and emotional engagement in the classroom and provide an "optimal foundation for social, emotional, and academic learning," especially for middle school and high



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school students.[2] Also, when students perceived teacher-student and student-peer social supports, these perceptions are positively associated with self-esteem and grade point averages. For the Index, we will look specifically at the sub-indicator of *Sense of Belonging* (i.e., feelings of social inclusion, respect, and being valued by teachers and peers), which is positively associated with higher student achievement and fewer student discipline problems.[3].

Within this area of focus, we are specifically measuring sense of belonging/school connectedness, defined as follows:

- A positive sense of being accepted, valued, and included, by others (teacher and peers) in all school settings. Students and parents report feeling welcome at the school.

Safety. Feeling safe in school is positively associated with student academic learning and healthy youth development. Conversely, research indicates that schools without well-communicated and supportive norms of behavior and structures are more likely to experience violence, peer victimization, punitive disciplinary actions, higher levels of absenteeism, and reduced academic achievement.

Within this area of focus, we include two topics:

- **Sense of safety:** Students and adults report feeling safe at school and around school, including feeling safe from verbal abuse, teasing, or exclusion by others in the school.
- **Knowledge and Fairness of Discipline, Rules and Norms:** Clearly communicated rules and expectations about student and adult behavior, especially regarding physical violence, verbal abuse or harassment, and teasing; clear and consistent enforcement and norms for adult intervention.

School-Community Engagement. Researchers at the Chicago School Research Consortium have found that schools with high relational trust (such as positive social relationships both among educators and between educators and families and community members) are more likely to make changes that improve student achievement. They found that positive school-community and school-family relationships helped to reinforce teacher capacity and promoted a safe and respectful learning climate.[4]

Family survey items addressing the aforementioned specific topics help us assess school-community engagement.

Measurement Method



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Students in grades five to twelve, teachers and staff, and parents, guardians and caregivers will participate in surveys to assess their perceptions of school culture-climate. These instruments were piloted in Spring 2014. We conducted a CORE-wide field test of a refined set of items in Spring 2015. Based upon the findings of the field test, we will identify the factors to be included in measurement efforts in Spring 2016 for inclusion in the Summer/Fall 2016 Index.

[1] Thapa, Amrit, Jonathan Cohen, Shawn Guffey, and Ann Higgins-D'Alessandro (2013). *A Review of School Climate Research*. Vol. 83 *Review of Educational Research*, pp.365-366, September, 2013. Available online at: <http://rer.sagepub.com/content/83/3/357.full.pdf+html>.

[2] Vol. 83 *Review of Educational Research*, at p.363.

[3] Vol. 83 *Review of Educational Research*, at p.364. Also see, Higgins-D'Alessandro, A., & Sakwarawich, A. (2011, October). *Congruency and determinants of teacher and student views of school culture*. Paper presented at the Association for Moral Education annual conference, Nanjing, China. Reported in Vol. 83 *Review of Educational Research*, at p.364

[4] Bryk, Anthony S., Sebring, P. B., Allensworth, E., Luppescu, S., & Easton, J. Q. (2010). *Organizing Schools For Improvement: Lessons from Chicago* (Chicago, IL: University of Chicago Press).

3. Suspension/ Expulsion Rates

Children and youth who are suspended from school are at a significantly higher risk of falling behind academically, dropping out of school, and coming into contact with the juvenile justice system. Prior research also indicates that a disproportionately large percentage of suspended/expelled students are youth of color, students with disabilities, and youth who identify as lesbian, gay, bisexual, or transgender.[1] Suspensions have a negative impact not only on individual students, but the general school climate as it reflects the quality of relationships students have with their teachers and school administrators, and can be an indicator of whether the school environment feels constructive, inclusive, or equitable to students.

Suspensions/Expulsions and Sub-group Disproportionality

In 1972, there was only a 3 percentage point difference between African American and White students suspended, but by 2006, the difference had more than tripled.[2] A 2010 study of 18 urban school districts (including Los Angeles) found that most school districts had schools that suspended over 50 percent of certain ethnic groups.[3] Other studies reveal that this



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disproportionality in suspensions is still evident when other demographic factors, such as poverty, are taken into account.[4] Keeping track of who gets suspended, and how often, will help ensure that students are disciplined fairly and no one is being singled out unjustly.

Suspension/Expulsion data and Social and Emotional Learning

The indicator for school suspensions is allocated to the Social-Emotional/Culture-Climate domain of the School Quality Improvement Index. This placement reflects, in part, the potential that school discipline issues can be effectively addressed through greater attention to the development of social and emotional skills in children and youth, such as self-management, self-efficacy, growth mindset, and through the development of social awareness. In particular, the skill of self-management (self-discipline) includes the ability to manage and express one's emotions appropriately. The available research indicates that developing self-management skills is positively associated with academic achievement, college grades, job performance and wages across a range of occupational categories.^[5]

Measurement Method

The Index includes a measure of the percent of individual *students* suspended/expelled at a school during the year in question (i.e., unduplicated counts of students' suspended one or more times divided by student enrollment). This rate is included in the Index.

(Participating districts also received reports with the count of suspension *incidents* per 100 students at the school during the year in question. This rate is reported to districts for information only).

[1] Council of State Governments, 2014. *The School Discipline Consensus Report: Strategies from the Field to Keep Students Engaged in School and Out of the Juvenile Justice System* (Council of State Governments, Justice Center, Washington, DC 2014). To view the full report, visit: csgjusticecenter.org/youth/school-discipline-consensus-report. See also, David R Dupper, *A New Model of School Discipline: Engaging Students and Preventing Behavior Problems* (New York: Oxford University Press, 2010); and Pamela Munn, *Alternatives to Exclusion from School* (London ; Thousand Oaks, California: P. Chapman Pub, 2000).

[2] Daniel Losen, *Discipline Policies, Successful Schools, and Racial Justice* (National Education Policy Center, October 5, 2011), <http://escholarship.org/uc/item/4q41361g>.



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[3] Daniel J. Losen and Russell J. Skiba, *Suspended Education: Urban Middle Schools in Crisis* (Southern Poverty Law Center, September 13, 2010), <http://escholarship.org/uc/item/8fh0s5dv>.

[4] American Psychological Association Zero Tolerance Task Force, "Are Zero Tolerance Policies Effective in the Schools? An Evidentiary Review and Recommendations," *American Psychologist* 63 (2008): 852–62.

[5] National Research Council. (2012). *Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century*. Committee on Defining Deeper Learning and 21st Century Skills, J.W. Pellegrino and M.L. Hilton, Eds., Board on Testing and Assessment and Board on Science Education, Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academies Press. An online PDF of this report is available from the National Academy Press at: http://www.nap.edu/catalog.php?record_id=13398. Citing Almlund (2011), Barrick, Mount, and Judge (2001).

4. Social Emotional Skills

Leaders of the CORE districts believe, based on compelling research and their own experience as educators, that social-emotional (SE) competencies like self-management and developing a positive/growth mindset are an important complement to academic preparation in helping our students succeed in college, career, and life. A national teacher survey conducted in 2013 shows that 93% of teachers think it is very or fairly important for schools to promote the development of social-emotional competencies. Furthermore, 95% of teachers believe that these skills are teachable, and 97% believe they will benefit students from all backgrounds.

In a review of the mindsets and competencies that promote long-term learning, Professor Carol Dweck and her colleagues report that social-emotional competencies "can matter even more than cognitive factors for students' academic performance. These may include students' beliefs about themselves, their feelings about school, or their habits of self-control. Indeed, there is a growing recognition in education, psychology, and economics of the importance of [social-emotional] factors in achievement both in school and in the labor market (Duckworth & Seligman, 2005; Dweck, 1999; Heckman, Stixrud, & Urzua, 2006; Steele, Spencer, & Aronson, 2002). There has also been a recognition that these factors offer promising levers for raising the achievement of underprivileged children and, ultimately, closing achievement gaps based on race and income (Heckman et al., 2006). [This research] shows that educational interventions and initiatives that target these...factors can have transformative effects on students' experience and achievement in school, improving core academic outcomes such as GPA and test scores months and even years later." [1]



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The CORE districts have prioritized four competencies as an initial set to consider for inclusion in the SQII: growth mindset, self-efficacy, self-management, and social awareness. These four competencies were selected based on research about the importance, measurability, and actionability of each competency as well as the lived experience of educators within each district. We do not believe these four competencies represent a comprehensive list of the social-emotional factors that support students' success in college, career, and life. As such, we encourage districts to continue exploring other constructs of interest, which CORE may consider for inclusion in the SQII or the CORE-wide formative data system in future years.

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.

Why wasn't grit included?

"Grit," which refers to perseverance and sustained interest in long-term goals, comes from the same family of constructs as "self-management," which refers to the ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. In essence, grit is a longer-term measure of the same skills required for effective self-management. Self-management is both easier to measure and has a longer research base demonstrating its importance in college, career, and life success. (See "What research shows that social-emotional competencies are important?") In fact, Angela Duckworth and Stephanie Carlson describe in their 2013 publication that, of the various human traits that psychologists and economists study, self-management is the trait most reliably related to school success.[2]

Measurement Method



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Students in grades five to twelve will be asked to self-report on a series of behaviors (e.g., coming to class prepared, following directions) and beliefs (e.g., whether it is more important to be talented or to put forth a lot of effort), that, taken together, have been validated as indicators of social-emotional skills.

These instruments were piloted in Spring 2014. We conducted a CORE-wide field test of a refined set of items in Spring 2015. Based upon the findings of the field test, we will identify the factors to be included in measurement efforts in Spring 2016 for inclusion in the Summer/Fall 2016 Index.

[1] Dweck, Walton, & Cohen (2011). *Academic Tenacity: Mindsets and Skills that Promote Long-Term Learning* (2011). Paper prepared for the Gates Foundation.

[2] Duckworth & Carlson (in press) Self-regulation and school success. In Sokol, Grouzet & Müller (Eds.) *Self-regulation and autonomy: Social and developmental dimensions of human conduct*, p. 208.

5. English Learner Re-Designation Rates

The academic, social and emotional learning, and school climate experiences of English Learner (EL) students is featured prominently in all domains of the CORE index. California has the highest number of ELs in the nation,[1] and studies show that these students are a historically low-performing academic group.[2] In addition to tracking learning outcomes, the CORE Districts are committed to monitoring school efforts to advance the reclassification of before they become Long-Term English Learners (LTEL), or as quickly as possible once such students become LTELs.

LTEL children and youth are of particular concern because they are often among the lowest performing ELs. LTEL students are also often effectively excluded from access to higher level courses, or courses that are critical for college and career readiness.[3] Consequently, CORE districts will place emphasis on students once they have experienced five or more years of US schooling in order to create data-driven incentives to minimize students at risk of becoming LTELs and to monitor LTEL progress and success in the core curriculum.

Research indicates that EL students require 3 to 5 years to achieve oral fluency and 3 to 7 years to develop grade-level academic literacy skills in a second language.[4] Consequently, some school districts aim to re-designate ELs after 3 years. CORE leaders have elected to



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credit schools with any redesignations that happen in a particular year – encouraging schools to redesignate students once they meet state and locally defined criteria – and use year 5 as a prudent demarcation point when it is appropriate to presume, as a matter of policy, that re-designation is favored over continued EL status. In other words, schools will be held accountable for LTELs or students at risk of becoming LTELs, while being credited for any redesignations along the way. This 5 -year mark also reflects a desire to avoid creating adverse incentives to re-designate socio-economically disadvantaged EL students while they may still benefit from the targeted academic supports and interventions associated with EL status (CORE Waiver Request, p.103).

The NCLB Waiver situates the EL redesignation rate in the Social-Emotional/Culture-Climate domain of the Index. This placement suggests a concern with achievement outcomes for LTELs who have mastered the content of the California English Language Development Test—and for whom school-level discretion, teacher perceptions, and the subjective beliefs or expectations of parents and educators may operate with greater effect than in the first three years of EL status.[5]

Measurement Method

We are examining redesignation rates in terms of number of students who redesignate in a given year divided by those students redesignated during the year in question plus any non-redesignated English Learners with five years or more of instruction in US schools:

Count of all ELs who redesignate at that school site in the current year (no matter how long they've been English learners)

divided by...

Count of all ELs who redesignate at that school site in the current year + all 5-year-plus non-redesignated ELs at that school

Redesignated students are associated with the school that completed the redesignation. Five-year-plus non-redesignated ELs are associated with their last known school of attendance.

The calculation method for this Indicator excludes ELL students identified for Special Education who cannot take the California English Language Development Test (CELDT) with reasonable accommodation.

To associate a redesignation to a given school year, a redesignation rate must be reported to have occurred in the period between August 1 and July 31 of the school year in question. For



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example, a redesignation that is reported in the period between August 1, 2013 and July 31, 2014, inclusive, is associated with the 2013-14 school year.

To determine the number of years that a student has been designated as an English learner in the CORE Index, the start date for the redesignation “clock” is the earliest of the following dates reported by the school district:

- Date of first enrollment in a US school
 - Date of first enrollment in a California school
 - Date of first enrollment in the district
 - Date on which the student was classified as an English Learner
-

[1] Margo Gottlieb, *Assessing English Language Learners: Bridges from Language Proficiency to Academic Achievement* (Thousand Oaks, Calif: Corwin Press, 2006).

[2] Kenji Hakuta, “How Long Does It Take English Learners to Attain Proficiency,” *University of California Linguistic Minority Research Institute*, January 1, 2000, <http://escholarship.org/uc/item/13w7m06g>; Jamal Abedi and Patricia Gándara, “Performance of English Language Learners as a Subgroup in Large-Scale Assessment: Interaction of Research and Policy,” *Educational Measurement: Issues and Practice* 25, no. 4 (December 1, 2006): 36–46, doi:10.1111/j.1745-3992.2006.00077.x.

[3] Rebecca Callahan, Lindsey Wilkinson, and Chandra Muller, “Academic Achievement and Course Taking Among Language Minority Youth in U.S. Schools: Effects of ESL Placement,” *Educational Evaluation and Policy Analysis* 32, no. 1 (March 1, 2010): 84–117, doi:10.3102/0162373709359805.

[4] Hakuta, “How Long Does It Take English Learners to Attain Proficiency”; Linqunti, (2001). “The Redesignation Dilemma *Challenges and Choices in Fostering Meaningful Accountability for English Learners* (WestEd, San Francisco, CA).” It should also be noted that earlier studies make estimates of up to 10 years for full oral and academic fluency. Also see, Laurie Olsen, *Reparable Harm: Fulfilling the Unkept Promise of Educational Opportunity for California’s Long Term English Learners* (Californians Together Research & Policy, 2010).

[5] Robert Linqunti (2001). *The Redesignation Dilemma: Challenges and Choices in Fostering Meaningful Accountability for English Learners* (WestEd, San Francisco, CA)



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III. Quantifying Metric Results

A. Aggregating Results by School Level

Metric results are aggregating in grade level clusters - elementary school results, middle school results, and high school results. These levels have been defined as follows:

Elementary School	Generally refers to performance in grades K to 5. For schools where grade 6 is the highest grade, grade 6 is included in elementary school performance.
Middle School	Generally refers to performance in grades 6 to 8. For schools where grade 5 is the lowest grade, grade 5 is included in middle school performance. For schools where grade 9 is the highest grade, grade 9 is included in middle school performance. For schools where grade 6 is the highest grade, grade 6 is included in elementary school performance.
High School	Generally refers to performance in grades 9 to 12. For schools where grade 9 is the highest grade, grade 9 is included in middle school performance.

Results have been reported for schools, district and across CORE the collaborative.

B. The All Students Group

The “All Students Group” refers to all students included in a particular metric. See the metric descriptions above for an explanation of which students are included in particular metrics.

C. Subgroups

In order to eliminate disparity and disproportionality, the CORE districts made a commitment to examine the performance of subgroups on even footing with the “all students” group. Most metrics involve an “all students” result and subgroups results as well. The two sets of results are generally equally weighted. For instance, if a metric has an overall weight of 20%, the result for the “all students” group is to be weighted 10% and the results for the subgroups result are to be weighted 10%. What’s more, the CORE districts have substantially reduced the number of students required in particular subgroup in order for that group to be included in reported results from 100 to 20. This means that many more youth will be visible in the School Quality Improvement Index than were previously part of the school accountability.



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In the addition to the “all students group,” we will examine performance of the following subgroups for the most of the measures in the Index:

- **Racial/Ethnic Subgroups:** Each student is identified as being part of one of the following racial/ethnic subgroups:
 - African American
 - American Indian/Alaska Native
 - Asians
 - Hispanic/Latino
 - Filipino
 - Pacific Islander
 - Whites
 - Two or More Races.
- **Students with Disabilities:** Any student identified for special education during the year in question.
- **Socioeconomically Disadvantaged Students:** All students who either participate in the free or reduced priced lunch program or whose parents who have not received a high school diploma (consistent with California Department of Education accountability reporting).
- **English Learners:** All current English Learners and Reclassified Fluent English Proficient students (hereafter, RFEPs) who have not been proficient or above on the CST/CMA (or future California standardized test) in English Language Arts at least three times since reclassifying (consistent with CDE Adequate Yearly Progress accountability reporting) are included in the English Learner Subgroup. [Note: Due to the testing transition in California, districts did not receive updated information about which RFEPs met the California Adequate Yearly Progress definition for the 14-15 school year; so, to define the English Learner sub-group in the 2014-15 Index, the CORE Districts have reported any RFEPs that were most recently reporting by CDE as AYP English Learners (i.e., in 2013 reports) as English Learners for inclusion in CORE’s 2014-15 Index.]

Note that for all metrics besides graduation, results for the all students group and each subgroup have been generated by examining student level data submitted to the John Gardner Center Youth by the participating districts. Graduation data have reported directly from CDE’s publicly available Adequate Yearly Progress files located at <http://www.cde.ca.gov/ta/ac/ar/cogrdatafiles.asp>.

IV. Metric Performance Thresholds



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After metrics are computed, they are then analyzed against a set of performance thresholds to determine the Index Level on a scale from one to ten for the result in question.

A. Developing the Thresholds

For most metrics, the following approach has been utilized for developing performance thresholds:

- Base Level 1 on the 10th percentile from the baseline year; adjust Level 1 if there is a strong research or policy-driven rationale to do so.
- For Levels 2 to 5, ensure that spread between performance levels is consistent
- Base Level 6 on the 50th percentile from the baseline year
- For Levels 7 to 9, ensure that spread between performance levels is consistent
- Base Level 10 on the 90th percentile from the baseline; adjust level 10 if there is a strong research or policy-driven rationale to do so.

Baseline data utilized is limited to schools eligible for the CORE AMO and/or a designation under the CORE Waiver. For all metrics in the Fall 2015 Index except ELA and math, 2013 data was used as the baseline year for setting thresholds. For ELA and math, 2015 data - the first year where SBAC data are available - has been used.

B. Current Thresholds

See http://coredistricts.org/wp-content/uploads/2016/01/Index-Thresholds_1.27.16.pdf.

V. Calculating Index Results

A. General Method

Within a given school level, a school's Index results are calculated as follows:

- **Step 1 - Compute the Metrics:** Metric results are computed for the all students group and each subgroup with 20 or more students in the denominator.
- **Step 2 - Translate Metric Performance into Index levels:** Each results is scored on a scale from one to ten based upon the performance thresholds



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described above. Note that the all students results and each subgroup result are analyzed according to the same set of performance thresholds.

- For each metric on the Index, the Index level for the all students group, the lowest performing racial/ethnic subgroup for the metric in question, English Learners, students with disabilities and socio-economically disadvantaged students are included in the Index scoring process.
- Note that if there are two racial/ethnic subgroups with the same low Index level, the racial/ethnic subgroup with the worst metric performance is identified for inclusion in the Index. If the metric performance is also the same, the subgroup with the largest number of students is selected..
- **Step 3 - Compute Index Points Earned for Each Result**
 - The general formula for calculating Index Points for a particular metric and student group is as follows -
 - $\text{Index points} = \text{Index Level} \times \text{Weight} \times 10$
 - The weights for the 2015 Index are generally as follows

Elementary School Metrics	All Students	Lowest Performing Racial/Ethnic Subgroup	Socio-Economically Disadvantaged Students	Students with Disabilities	English Learners	Total
ELA Performance	15.00%	3.75%	3.75%	3.75%	3.75%	30.00%
Math Performance	15.00%	3.75%	3.75%	3.75%	3.75%	30.00%
Chronic Absence	6.67%	1.67%	1.67%	1.67%	1.67%	13.33%
Percent of Students Suspended/ Expelled	6.67%	1.67%	1.67%	1.67%	1.67%	13.33%
EL Re-Designation	13.33%					13.33%



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Middle School Metrics	All Students	Lowest Performing Racial/Ethnic Subgroup	Socio-Economically Disadvantaged Students	Students with Disabilities	English Learners	Total
ELA Performance	7.50%	1.88%	1.88%	1.88%	1.88%	15.00%
Math Performance	7.50%	1.88%	1.88%	1.88%	1.88%	15.00%
HS Readiness	15.00%	3.75%	3.75%	3.75%	3.75%	30.00%
Chronic Absence	6.67%	1.67%	1.67%	1.67%	1.67%	13.33%
Percent of Students Suspended/Expelled	6.67%	1.67%	1.67%	1.67%	1.67%	13.33%
EL Re-Designation	13.33%					13.33%

High School Metrics	All Students	Lowest Performing Racial/Ethnic Subgroup	Socio-Economically Disadvantaged Students	Students with Disabilities	English Learners	Total
ELA Performance	7.50%	1.88%	1.88%	1.88%	1.88%	15.00%
Math Performance	7.50%	1.88%	1.88%	1.88%	1.88%	15.00%
4 Yr Cohort Grad	10.00%	2.50%	2.50%	2.50%	2.50%	20.00%
5 Yr Cohort Grad	2.50%	0.63%	0.63%	0.63%	0.63%	5.00%
6 Yr Cohort Grad	2.50%	0.63%	0.63%	0.63%	0.63%	5.00%
Chronic Absence	6.67%	1.67%	1.67%	1.67%	1.67%	13.33%
Percent of Students Suspended/Expelled	6.67%	1.67%	1.67%	1.67%	1.67%	13.33%
EL Re-Designation	13.33%					13.33%

- Note that in cases where there is an insufficient number of students in a particular subgroup to have an Index Level, the subgroup weight for the metric in question is re-distributed to the other subgroups.



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- Note also that in cases where the metric as whole does not have sufficient number of students to get an Index result (e.g., not enough students in the denominator of the English Learner Re-Designation metric calculate a rate), the weight is evenly distributed to other metrics in the Index domain in question.
- **Step 4 - Aggregate the Index Points Earned:** Index points for each metric result are then added together for a total score out of 100 possible points.

B. Schools that Span Multiple Levels

Some schools will have metric and Index results at more than one school level. For instance, a K-8 school will have Index results for both the elementary school and middle school portions of their school. To calculate the Overall Index Result for the school, the student weighted average of the each school level's Index result is utilized. To determine the overall enrollment at the elementary, middle and high school levels, separately and respectively, for a particular school and for use in the weighted average, we utilize each school's "snapshot" enrollment from the fall census.

C. Ranking Schools Using Index Results

Schools will also receive an Index percentile ranking. Schools will be ranked within their Academic Performance Index (API) School Type utilizing their Overall Index Result. In other words, schools will either be an elementary, middle or high school for ranking purposes.

Within school levels, schools will be given an Index percentile ranking with lowest Overall Index Results receiving a rank of one and the highest a rank of 99. We only rank schools with both an Index total (e.g., we do not include primary centers that have insufficient data to produce an index total), and that are "designation eligible" under the auspices of the CORE Waiver.

Schools that Span Multiple Levels

VI. The CORE Annual Measurable Objective (AMO)

Given the passage of the Every Student Succeeds Act (ESSA), the CORE AMO is not currently in effect.

VII. School Identification Criteria

A. Designation Eligible Schools



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While analyses and Index results have been calculated and reported for most schools in the participating districts (e.g., Title I and non-Title I schools), only AMO/designation eligible schools are analyzed against the CORE Annual Measurable Objective. AMO/designation eligible schools include schoolwide Title I schools, excluding all credit recovery programs, independent study schools, schools for students with severe disabilities, schools for expelled students, and early childhood education programs.

B. Select Criteria Applied in Multiple Areas of School Identification

1. Significant Gaps (not currently in effect due to the passage of ESSA)

The identification of significant gaps in achievement and graduation are utilized in select areas of school identified. Here are the methods -

- Calculating Gaps
 - We measure the gap for all ELA performance, math performance and four-year cohort graduation results with respect to each subgroup and with respect to elementary school, middle school and high school.
 - $\text{Gap} = (\text{all students performance}) - (\text{subgroup performance})$
- Subgroups to examine: We examine gaps for each of the subgroup categories in the Index results -
 - Lowest Performing Racial/Ethnic Subgroup
 - Students with Disabilities
 - Socio-Economically Disadvantaged Students
 - English Learners
- Significant Gap Thresholds
 - Using 2015 results, we established a set of significant gap thresholds for each subgroup category/metric combination:
 - ES ELA
 - Lowest Performing Racial/Ethnic Subgroup
 - Students with Disabilities
 - Socio-Economically Disadvantaged Students
 - English Learners
 - ES Math
 - Lowest Performing Racial/Ethnic Subgroup
 - Students with Disabilities



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- Socio-Economically Disadvantaged Students
 - English Learners
 - MS ELA
 - Lowest Performing Racial/Ethnic Subgroup
 - Students with Disabilities
 - Socio-Economically Disadvantaged Students
 - English Learners
 - MS Math
 - Lowest Performing Racial/Ethnic Subgroup
 - Students with Disabilities
 - Socio-Economically Disadvantaged Students
 - English Learners
 - HS ELA
 - Lowest Performing Racial/Ethnic Subgroup
 - Students with Disabilities
 - Socio-Economically Disadvantaged Students
 - English Learners
 - HS Math
 - Lowest Performing Racial/Ethnic Subgroup
 - Students with Disabilities
 - Socio-Economically Disadvantaged Students
 - English Learners
 - HS Four Year Cohort Graduation
 - Lowest Performing Racial/Ethnic Subgroup
 - Students with Disabilities
 - Socio-Economically Disadvantaged Students
 - English Learners
- We used the following formula to identify set of significant gap thresholds for each subgroup category/metric combination and by number of students in the subgroup result in question -
 - CORE-wide gap for the metric-subgroup category in question + $1/\sqrt{N} \times 100$,
 - where "N" refers to the number of students in the subgroup result in question
 - These thresholds can be found here:



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CORE-Wide Gaps for Determining School-Level Significant Gaps (2014-15) Final Draft (Updated 12.21.15)			
Measure	Subgroup Category	Level	CORE-Wide Gap
ELA	LPRG	ES	2.9
ELA	LPRG	MS	3.9
ELA	LPRG	HS	2.9
Math	LPRG	ES	3.1
Math	LPRG	MS	4
Math	LPRG	HS	3.5
Grad (4yr)	LPRG	HS	1
ELA	EL	ES	11.2
ELA	EL	MS	15.7
ELA	EL	HS	29
Math	EL	ES	6.8
Math	EL	MS	10.9
Math	EL	HS	14
Grad (4yr)	EL	HS	16.3
ELA	SD	ES	2.4
ELA	SD	MS	3.6
ELA	SD	HS	2.1
Math	SD	ES	2.1
Math	SD	MS	3.3
Math	SD	HS	2.2
Grad (4yr)	SD	HS	0.7
ELA	SWD	ES	22.1
ELA	SWD	MS	25
ELA	SWD	HS	35.1
Math	SWD	ES	17.7
Math	SWD	MS	18.3
Math	SWD	HS	17.5
Grad (4yr)	SWD	HS	19.8

- Test for significance
 - Any gap is considered significant if it is greater than the threshold established based upon the metric-subgroup-n-size in question.



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2. Gaps not Closing

Any case where the gap in question is same as or larger than the prior year.

3. Lack of Progress

Any case where metric performance is the same as or worse than the prior year.

C. Reward Schools

Given the passage of ESSA, Reward criteria are not currently in effect.

D. Priority Schools

Given the passage of ESSA, Priority Criteria are not currently in effect.

1. Lowest Five Percent in ELA & Math Schools (for informational purposes)

Criterion	Method
Index overall: Bottom 10 percent (10th percentile or lower) on the Index (amongst elementary, middle and high schools, separately and respectively)	(See method for school Index rankings above in section...)
Bottom 5% in ELA/math in the Year in Question: Bottom five percentile ranking in ELA and math for the all students group in the year in question (amongst elementary, middle and high schools, separately and respectively)	<p>Step 0: Compute aggregate ELA and math proficiency separately and respectively by school level.</p> <p>Step 1a: Within school levels, rank order schools based on the percent meeting standards for ELA from the lowest percent proficient to the highest percent meeting standards. The lowest percent meeting standards will receive a rank of one.</p> <p>Step 1b: Within school level grade spans, rank order schools based on the percent meeting standards for mathematics from the lowest percent meeting standards to the highest percent meeting standards. The</p>



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	<p>lowest percent meeting standards will receive a rank of one.</p> <p>Step 2: Within school levels, add the numerical ranks for ELA and mathematics for each school.</p> <p>Step 3: Rank order schools in each set of schools by school level based on the combined numerical ranks. The school with the lowest combined rank (e.g., 2, based on a rank of 1 for both ELA and mathematics) would be the lowest-achieving school within the set of schools and the school with the highest combined rate would be the highest-achieving school within the set of schools.</p> <p>Step 4: Assign each school a percentile ranking (where the 1st percentile is the lowest achieving).</p> <p>Step 4b: For schools spanning multiple levels, take the weighted average of their percentile rankings, weighting based upon the number of students enrolled.</p> <p>Step 5: Schools with a percentile ranking of less than or equal to 5% are considered to be in the bottom five percent.</p>
<p>Bottom 5% in ELA/math in Two of the Last Three Years: Bottom five percentile ranking in ELA and Math for the all students group in two of the last three years (amongst elementary, middle and high schools, separately and respectively).</p>	<p>“”</p>



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E. Focus Schools

Given the passage of ESSA, Focus school criteria are not currently in effect.

F. Other Support Schools

Given the passage of ESSA, “other support” criteria are not currently in effect.