The CORE Data Collaborative

The CORE Data Collaborative focuses on school and student improvement through highly productive, meaningful partnerships between member school districts. Launched in 2014, this innovative network is growing because it provides easy-to-use, state and locally-generated information to help educators improve student outcomes and to support school district collaboration.

Educators in the collaborative can access a complete picture of school performance, including information that is not collected by or available through the state. School and district profiles include locally-driven measures of growth in student academic performance, a middle school indicator noting students' high school readiness, chronic absenteeism rates, students' social emotional skills, school climate measures and English Learner reclassification rates, as well as state-driven measures of student test scores and graduation rates. All available data supports local accountability planning and aligns with state and federal accountability requirements.

The Data Collaborative previously was limited to Fresno, Garden Grove, Long Beach, Los Angeles, Oakland, Sacramento, San Francisco, and Santa Ana Unified as founding CORE Districts. It is now open to every local educational agency in California, including hub organizations.

Data Collaborative Membership Benefits

CORE Data Collaborative members receive:
- Multi-metric school and district Data Dashboards with performance benchmarked against peers across California;
  - Included metrics: Academic Achievement, Academic Growth, High School Readiness, Graduation, Chronic Absence, Suspension Rates, English Learner Re-Designation Rates, Special Education Disproportionality;
  - Optional metrics: Social Emotional Skills, and Student/Staff/Family Climate Surveys;
- Dynamic reporting and opportunities for deeper analysis using the EdVantage platform (e.g., drilling down, filtering, and extracting data and graphs);
- Strategic analytics by CORE Districts' partners at Education Analytics;
- Integration of measures and learnings into CORE District PLC sessions; and
- Additional professional/peer learning opportunities.

Beginning with the 2016-17 school year, more than 1.7 million students will be supported through collaboration among the original CORE Districts, plus districts that have joined voluntarily throughout Sacramento and Riverside counties (coordinated through their County Offices of Education), San Bernardino City Unified School District, a consortium of districts in the Silicon Valley (the East Side Alliance coordinated by the Silicon Valley Education Foundation), the Sweetwater Union High School District, Aspire Public Schools, Green Dot Public Schools, and the Oxnard family of schools (coordinated by the Ventura County Office of Education).

Joining the collaborative will give your LEA access to a large data set for analysis and benchmarking in support of continual improvement and raising student achievement. In addition, the network helps build school and district capacity by bringing educators together twice annually to share what they are learning and to learn from others.

Metric Descriptions

Domain	Metric	Short Description
Academic Domain	Performance	Measures the percentage of students who meet grade level standards in English Language Arts and Math as measured by state standardized tests (e.g., the Smarter Balanced assessments starting in SY 2014-15).
	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 potentially in terms of observable demographics like English Learner status or socioeconomic status).
	High School Readiness	The on track to graduate 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: • 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, 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 will participate in surveys to assess their perceptions of school culture-climate.
	Suspension/ Expulsion Rates	The percent of students suspended and/or expelled.
	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 Rate	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 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.
	Disproportionality in Special Education Identification (information only)	This indicator compares each subgroup's representation in the special education population at a particular school to that subgroup's representation in the overall school population, identifying cases where a particular subgroup is over-represented in special education at a level that is statistically meaningful (99% confidence level).

Data Use Agreements and Ensuring the Confidentiality of Student Data

CORE Districts and their data management, analytical and research partners are experienced with and will ensure the confidentiality and security of student data. Participating districts will be signing "joinder agreements" to the CORE Data Use Agreement, which specifies the mechanisms by which data will be managed in ways that maintain security and confidentiality. A few highlights –

- **Following state and federal laws and regulations regarding student data:** For the past two years in working with millions of student records across the CORE Districts, and going forward with our new CORE Data Collaborative partners, CORE Districts follows state and federal laws, rules, and regulations with respect to the handling of student level data (e.g., FERPA).
- **Highly experienced partners with track record of securely and privately managing student data:** Our data management partners at VersiFit Technologies have close to twenty years of experience providing data management and reporting services with student data, supporting four state-level systems, and approximately 800 district systems. Similarly, our analytical partners at Education Analytics work with student level data at states and districts across the country. Finally, our research partnership with Policy Analysis for California Education (PACE) is based at Stanford University, one of the nation's most prestigious research institutions.
- **No public disclosure of identifiable information about students:** In accordance with local, state and federal policy, there will be no public disclosure of personally identifiable student information.
- **Districts retain ownership and decision-making about data use:** Beyond the explicit purposes identified in the data use agreement (e.g., the calculation of the CORE data indicators for use in continuous improvement efforts), districts will retain ownership of the student data and will designate staff who can make decisions about additional uses of the data (e.g., for policy analysis and research purposes beyond what has been articulated in the data use agreement).
- **Districts are decision-makers about who has access to data:** Just like other tools and software applications (e.g., local student information systems), designated district staff will identify who has access to what data (e.g., who can "drill into" results all the way to the student level).
- **Public reporting of school and district level results optional:** The decision to publicly release school and/or district level results similarly remains a decision of district level designated decision makers.
- **Research conducted on data will be stripped of student identifiers:** Any research on the data conducted by researchers in the PACE network will be on data that has been stripped of student identifiers, and data will be accessed on a secure server at Stanford University.

While student level data is necessary to conduct the kinds of rich, actionable analyses that participating districts will be privy to through the CORE Data Collaborative, we fully recognize the responsibility that comes along with managing this information.

Data Collaborative Membership Costs

Preliminary costs for participation in the CORE Data Collaborative are:
- $28,000 per Partnering Education Agency (PEA) for data collection, analysis and reporting
- $0.28 per student for professional learning support

Number of Students in the PEA	Annual Cost for a PEA of this Size
1,000	$ 28,280
5,000	$ 29,400
10,000	$ 30,800
15,000	$ 32,200
20,000	$ 33,600
25,000	$ 35,000
30,000	$ 36,400
40,000	$ 39,200
50,000	$ 42,000
75,000	$ 49,000
100,000	$ 56,000

- Optional: SEL and Culture-Climate Survey Administration through our partners at Panorama at $1.60 per enrollee. This per-student survey price includes:
  - Survey administration;
  - Data collection;
  - Data analysis; and
  - High-quality reports outlining school performance on SEL-CC indicators.

About CORE Districts

The CORE Districts, representing Los Angeles, Long Beach, Santa Ana, Garden Grove, Fresno, San Francisco, Oakland and Sacramento unified districts, have a six-year history of collaboration and three years of experience under a federal waiver for school and district accountability. Together, our districts share a fundamental belief that all students can achieve at high levels and are deeply committed to providing learning opportunities that will help them to do so. Organizationally, CORE Districts is a 501c3 nonprofit serving as a hub for this collaboration and supporting partnership and shared learning at the superintendent, central office, school leader, and teacher levels.

CORE Districts' long-term goal is for all California students to have strong support, effective programming, and an educational community standing together by their side so that they can achieve and succeed in college and career. We are working toward this goal by supporting and facilitating inter- and intra-district collaboration to innovate, implement, and scale successful strategies and tools that help students succeed.

For more information, please visit coredistricts.org.