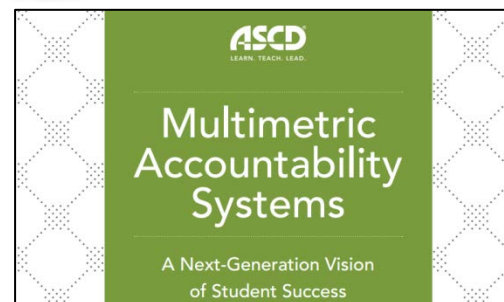


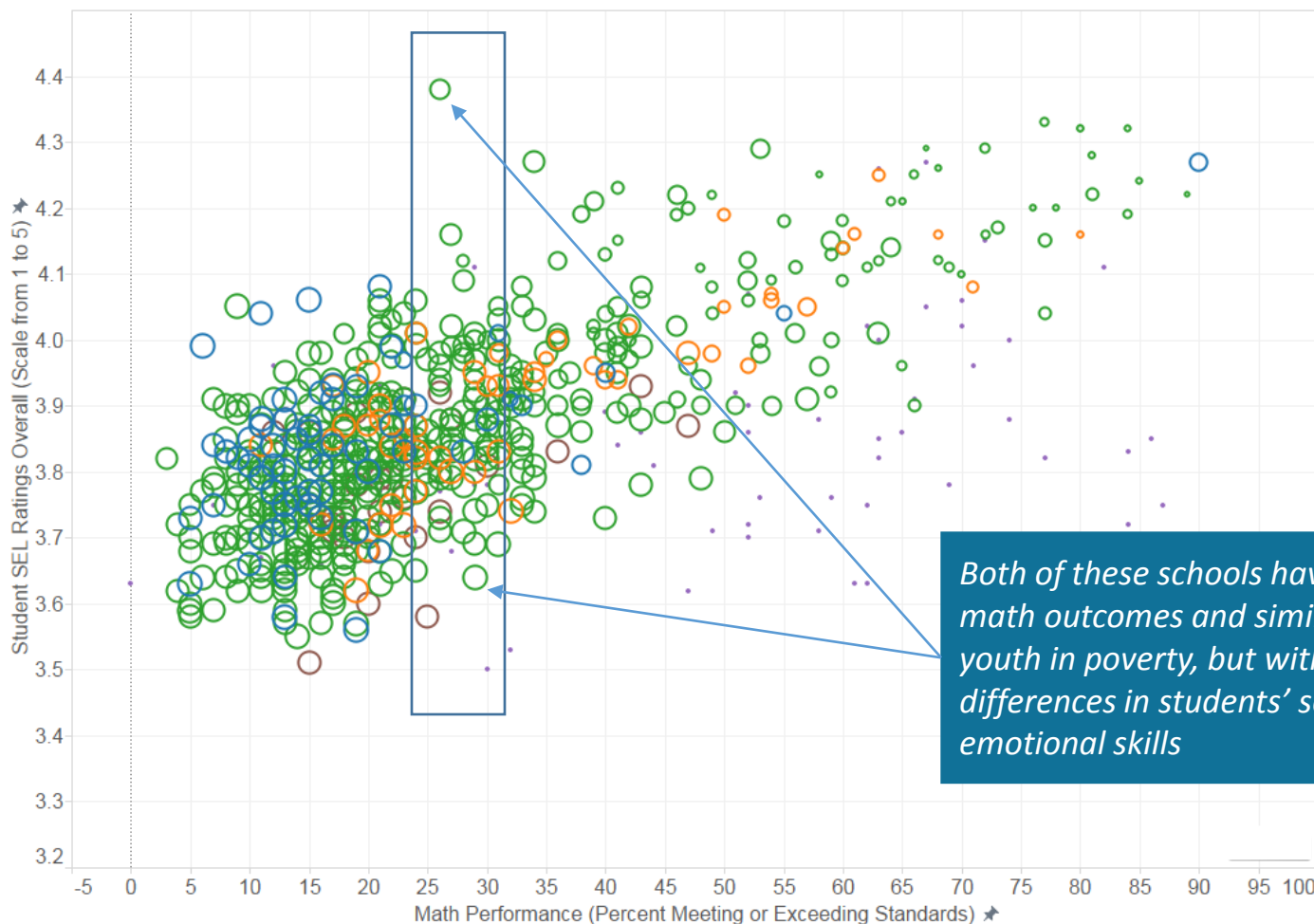
CORE is part of the national dialogue on including Social Emotional Skills in Multiple Measure approaches to school quality



With almost half a million students participating, our Spring 2015 Field Test of measures of social-emotional skills lets us explore how to measure these essential skills at scale.

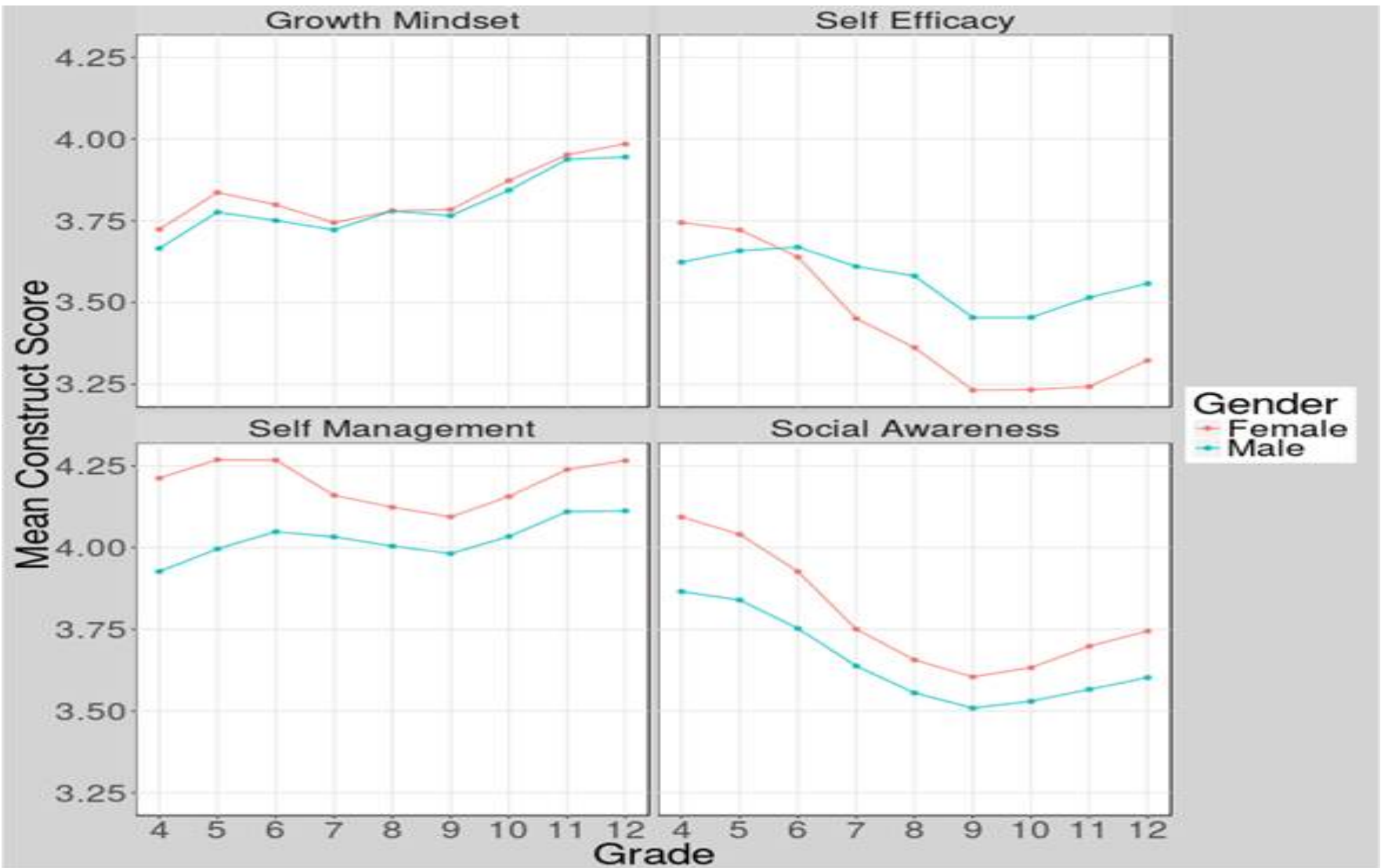
Information on students' social-emotional skills can help differentiate between schools with similar levels of academic performance

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



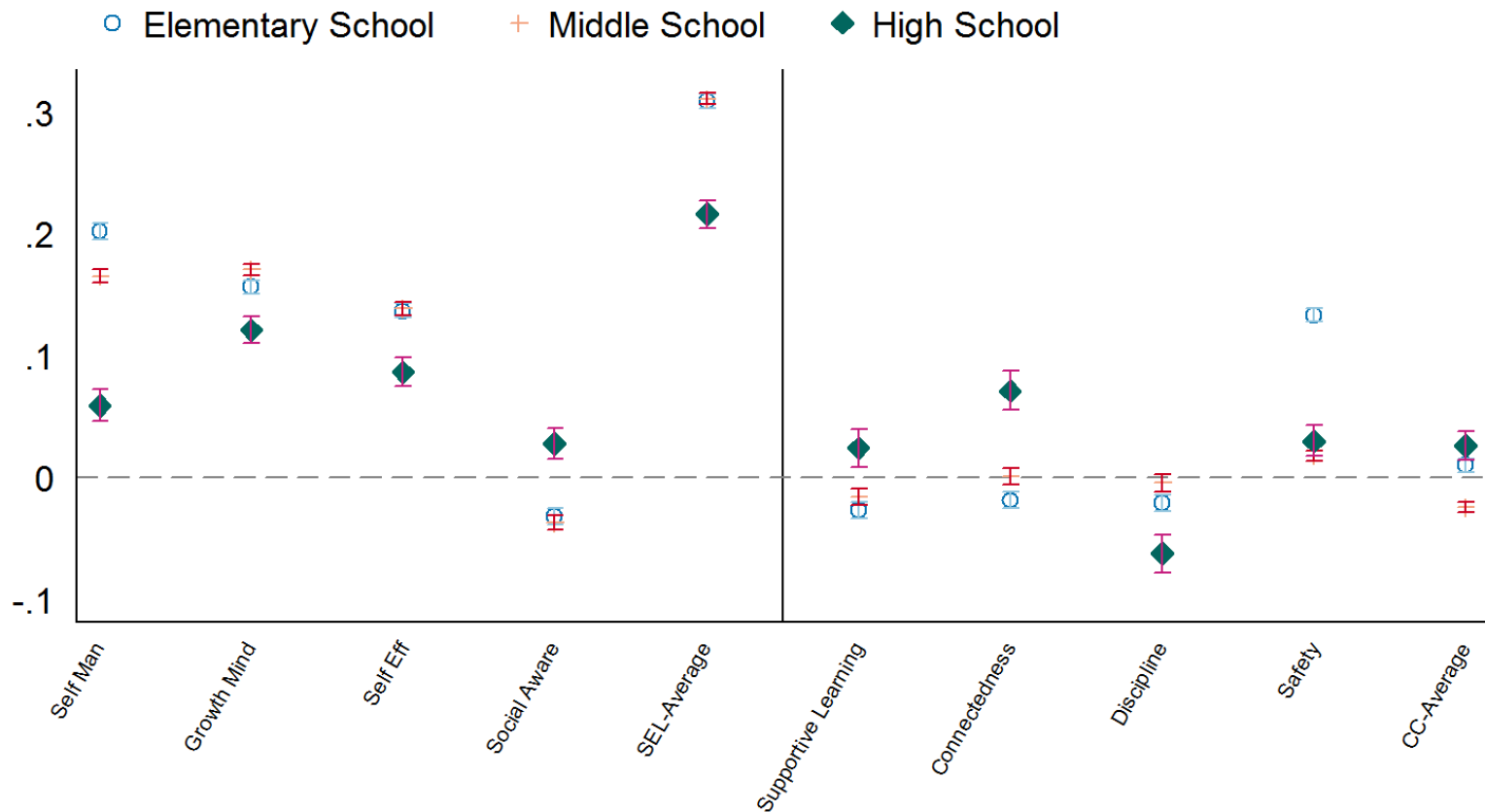
Based upon 2015 data.

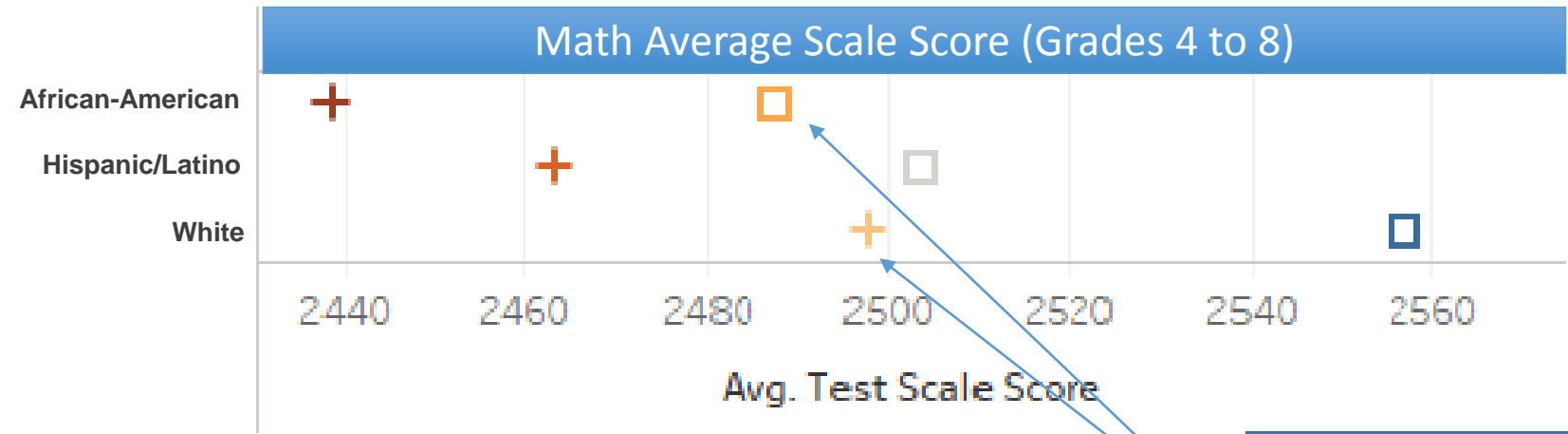
Preliminary findings of interest: SEL skills appear to change with age; schools have impact on these skills; gender matters



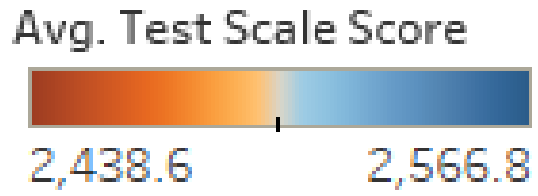
Self-Management best predicts student performance at elementary & middle school, and growth mindset is the most predictive skill in high school. (We see similar results for ELA and Harvard found similar results when predicting GPA).

Association between SEL/CC Measures and Current Year Math Test Scores Controlling for Student Demographics, All Districts

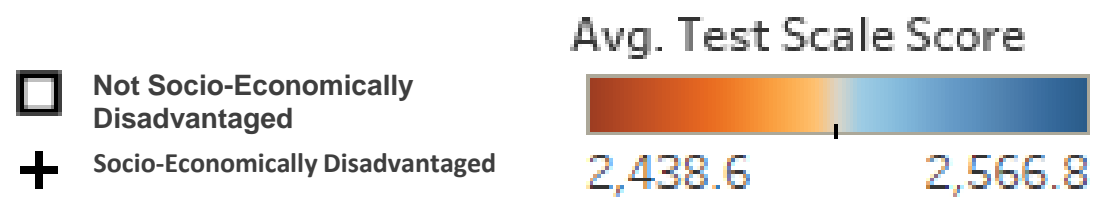
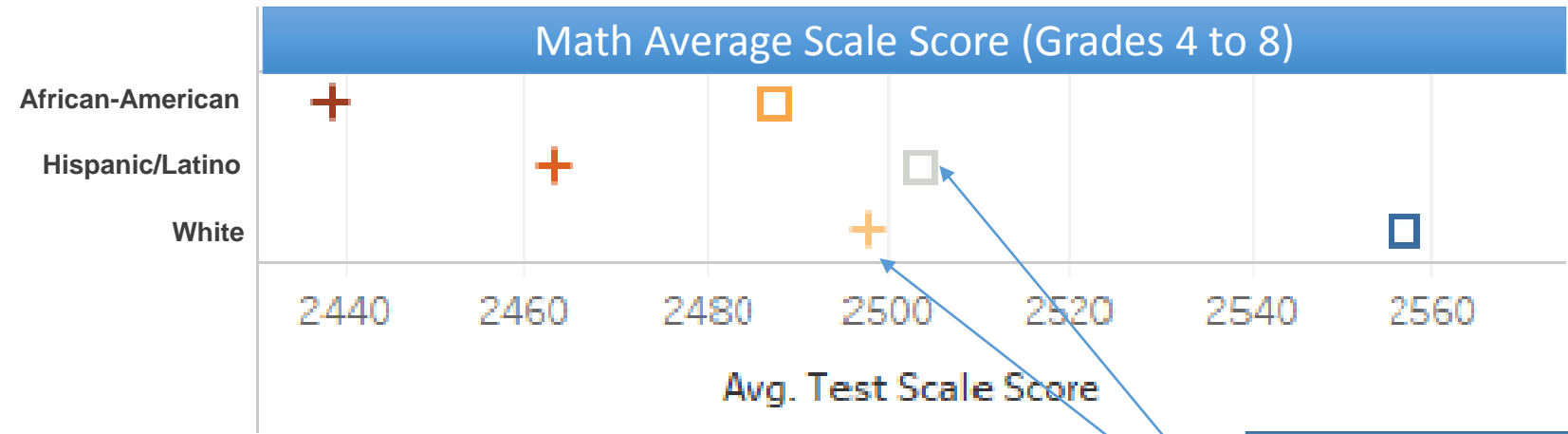




 Not Socio-Economically Disadvantaged
 Socio-Economically Disadvantaged



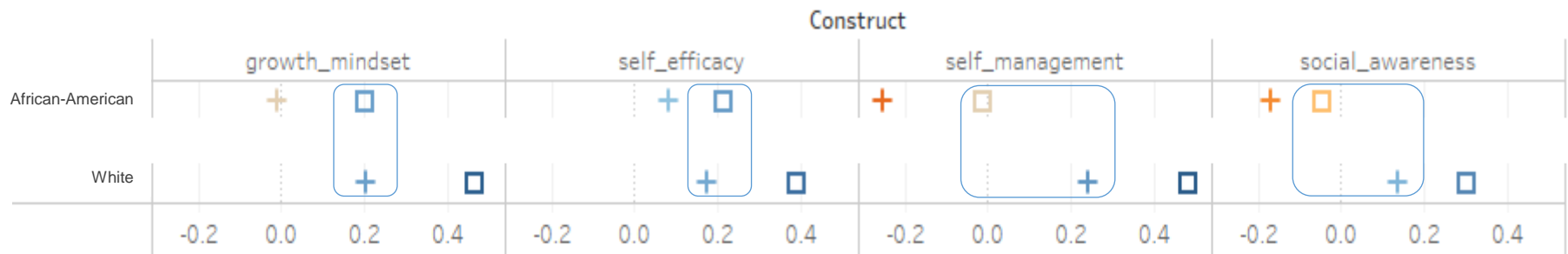
White youth who ARE in poverty outperform African-American youth who are NOT in poverty across the CORE districts.



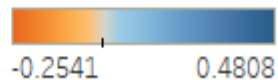
White youth who ARE in poverty perform almost as well as Hispanic/Latino youth who ARE NOT in poverty across the CORE districts.

Just as we see a relationship between achievement, race and poverty, we see similar relationship with respect to Social Emotional Skills (1 of 2)

SEL Data



□ Not Socio-Economically Disadvantaged
+ Socio-Economically Disadvantaged

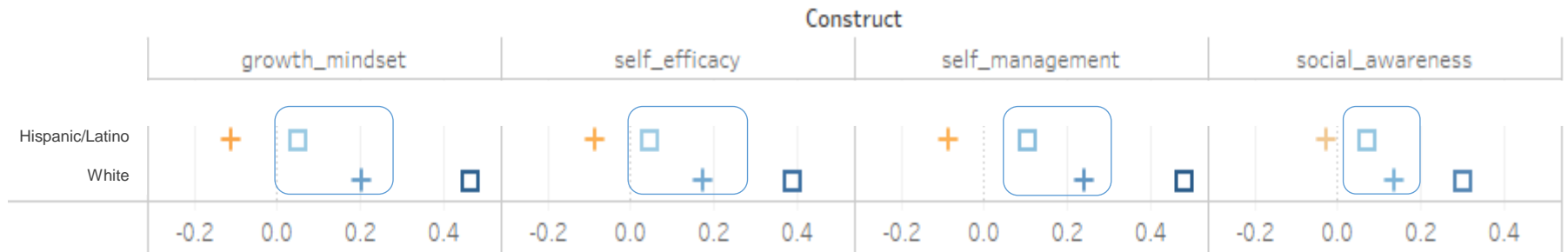


Comparing White youth who ARE in poverty to African-American youth who ARE NOT in poverty...

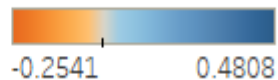
- Growth mindset and self-efficacy self-reports are on par
- African-American youth report markedly lower self-management and social awareness

Just as we see a relationship between achievement, race and poverty, we see similar relationship with respect to Social Emotional Skills (2 of 2)

SEL Data



□ Not Socio-Economically Disadvantaged
+ Socio-Economically Disadvantaged



Comparing White youth who ARE in poverty to Hispanic/Latino youth who ARE NOT in poverty, Hispanic/Latino generally have lower self-report on social-emotional skills.