CORE ESEA Flexibility Waiver Request: The School Quality Improvement System

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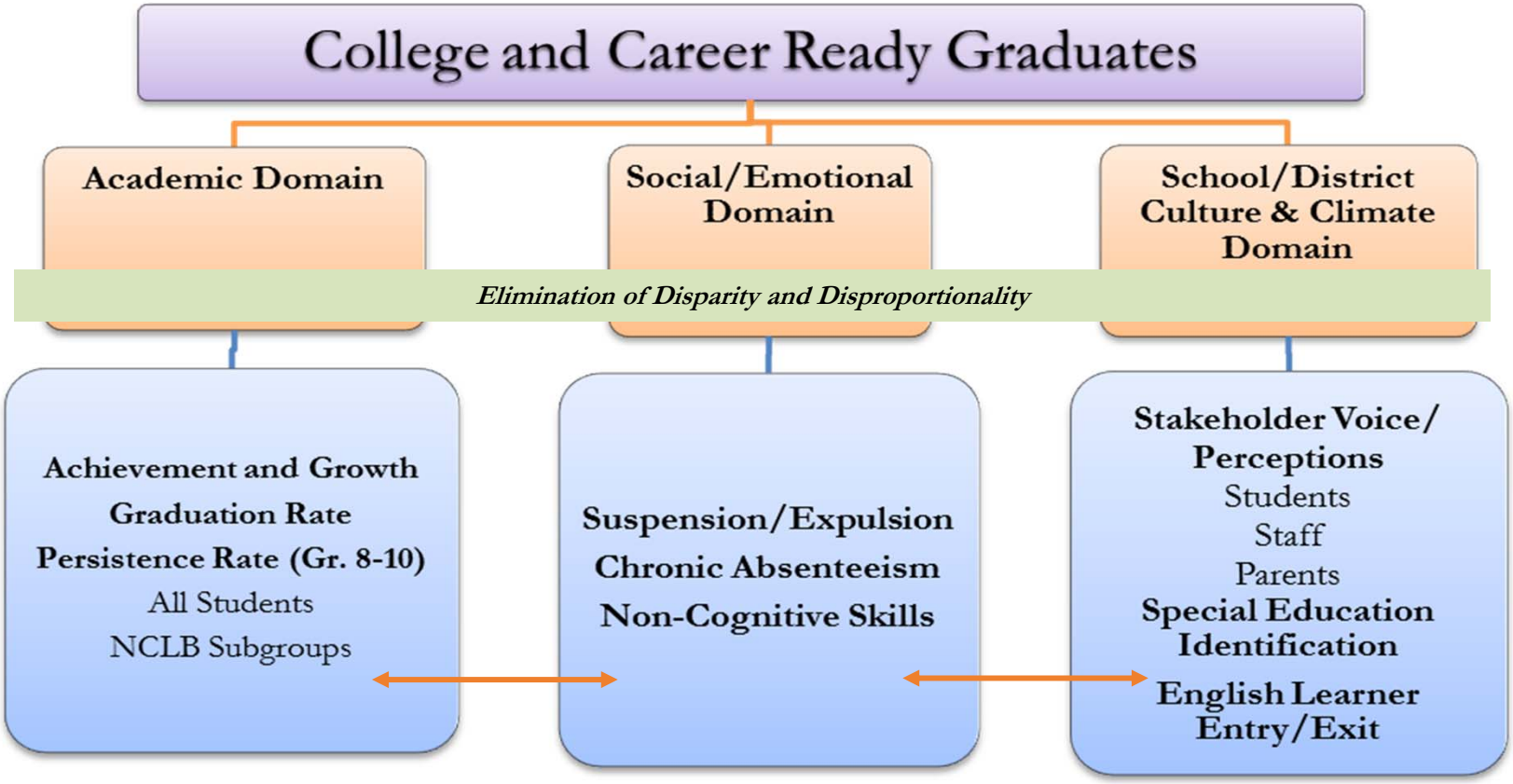
CORE's theory of change is based on eliminating disparity and disproportionality across academic, social/emotional, and culture/climate domains



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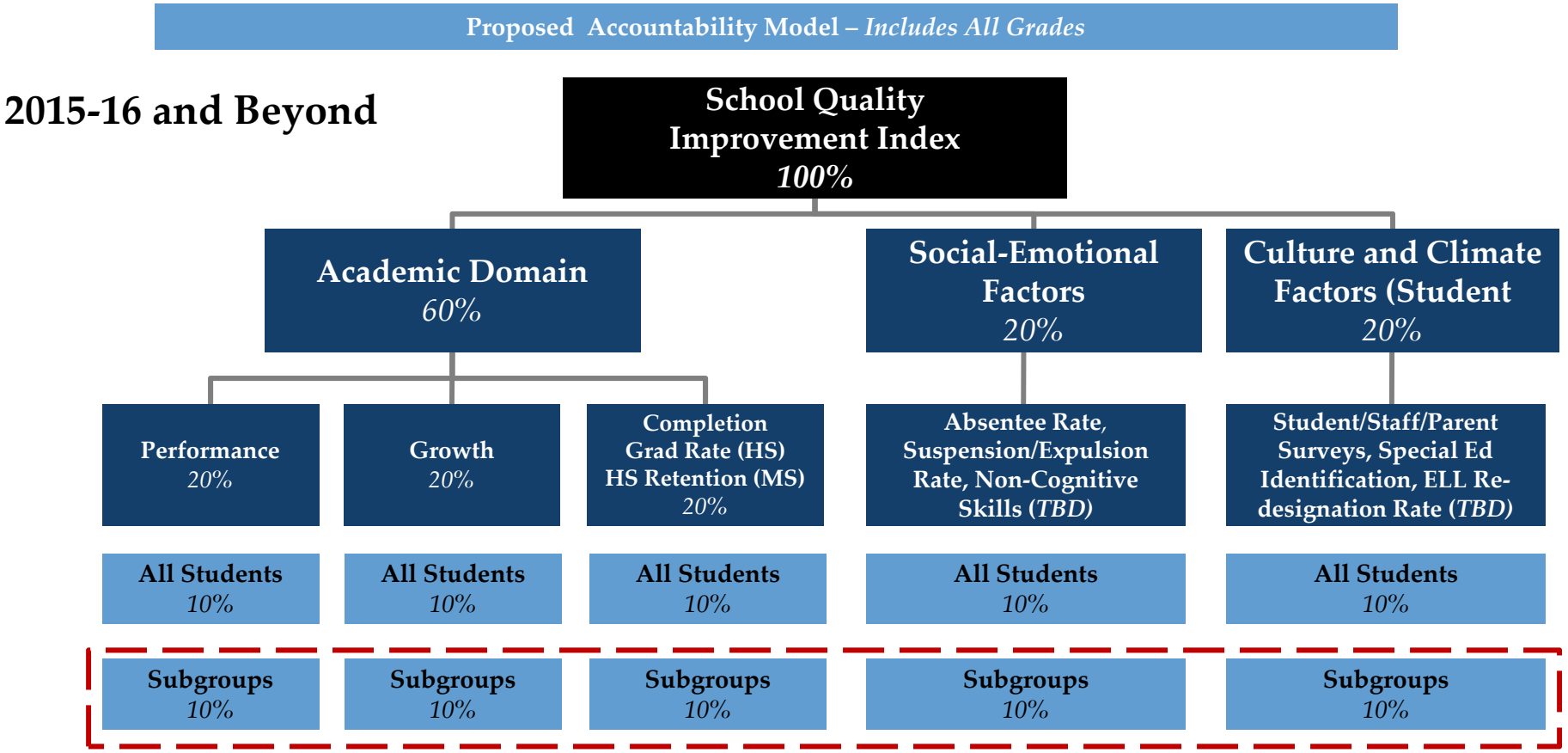
A school will be successful on the School Quality Improvement Index only if historically underperforming subgroup performance improves



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School Quality Improvement System Index: Social-Emotional

Measures

"3Ms"" Meaningful, Measurable, and Malleable

- **Meaningful:** Does this trait have meaningful long-term impact on student outcomes?
- **Measurable:** Is the trait measurable? Is there a long enough history of measuring the trait that measurement techniques are accurate?
- **Malleable:** Can teacher/school actions have a meaningful impact on this trait?

Reference Bias

- Biases in measures of social-emotional factors can be caused by a student's environment, rather than a true read of a student's "grit", for instance
- Reference bias can be limited by:
  - Combining multiple measures of a single construct
  - Using anchoring vignettes
  - Piloting performance tasks

Self-control and mindset are widely considered to meet the "3Ms" and have limited reference bias issues.

Source: University of Chicago Consortium on Chicago School Research; Transforming Education

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The CORE waiver and LCFF both emphasize a focus on subgroups, flexibility at the district level, and similar metrics of accountability to reduce disparity and disproportionality

Both initiatives reorient the educational system to focus on the reduction of disparity and disproportionality

	Local Control Funding Formula (LCFF)	CORE Waiver Proposal
Focus on Subgroups	• On top of a base funding provided for each student, LCFF will allocate supplemental grants to English learners, economically disadvantaged and foster students; concentration grants provide additional funds to schools with greater than 50% enrollment of students in these subgroups	• Waiver activities include targeted interventions for Priority schools, Focus schools and schools that do not meet their AMOs—designations which rely heavily on the performance of subgroups and metrics such as ELL re-designation rates
Local Autonomy	• LCFF increases flexibility and accountability at the local level so those closest to the students are able to make resource decisions	• The CORE waiver was developed as a collaboration among districts and their respective stakeholders and represents common approaches they have agreed upon while allowing for local flexibility
Accountability Metrics	LEAs will produce a local control and accountability plan that will describe how they intend to meet the following requirements: • Implementation of the Common Core Standards • Improve student achievement, graduation rate, and school performance • Increase student engagements as measured by attendance, chronic absenteeism, dropout rates, etc. • Prepare students for college and careers • Provide services for English learners, economically disadvantaged students and children in foster care • Provide opportunities for parent involvement	LEAs have committed to measuring their progress and success using the following metrics: • Implementation of the Common Core Standards • Student proficiency rate • Student academic growth • High school graduation rates • Middle and high school persistence rates • Suspension and expulsion rates • Chronic absenteeism • Non-cognitive skills • Special Ed identification rates • English learner reclassification rates • Culture and climate surveys of students, parents and all staff

Source: California Department of Finance, EdSource Website

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Lowering the N-size would follow the pattern of other state waivers and create accountability structures for a significant number of additional CA students

Additional Students Counted Under N≥20 Recommendation, CORE Waiver LEAs

Based on 2012 student numbers

Subgroup	Students Counted Under Current N-Size (N≥100 or 15% of students)	Students Counted Under Recommended N-Size (N≥20)	Additional Students Counted	% Increase in Students
African American	31.3k	54.6k	23.2k	74%
American Indian	-	-	-	-
Asian	25.5k	41.3k	15.8k	62%
English Learner	238.6k	259.0k	20.4k	9%
Filipino	3.0k	8.4k	5.4k	182%
Hispanic or Latino	362.8k	378.1k	15.3k	4%
Pacific Islander	-	1.1k	1.1k	Infinite
Socioeconomically Disadvantaged	449.9k	460.6k	10.7k	2%
Students With Disabilities	19.0k	65.3k	46.3k	244%
2 or More Races	-	1.3k	1.3k	Infinite
White	40.5k	54.1k	13.5k	33%

~150K Additional Students

State ESEA Waivers With Lowered N-Sizes

State	Original N-Size	New N-Size
Arkansas	40	25
Connecticut	40	25
Delaware	40	30
Idaho	34	25
Mississippi	40	30
Nevada	25	10
North Carolina	40	30
Rhode Island	45	20
South Carolina	40	30
South Dakota	25	10
Virginia	50	30
Washington	30	20
Wisconsin	40	20
CORE Waiver LEAs	***100***	***20***

Source: The Aspen Institute, "The commission's Recommendations in Practice: What the New N-Size Policy Would Mean in California"; US DOE website; Parthenon analysis

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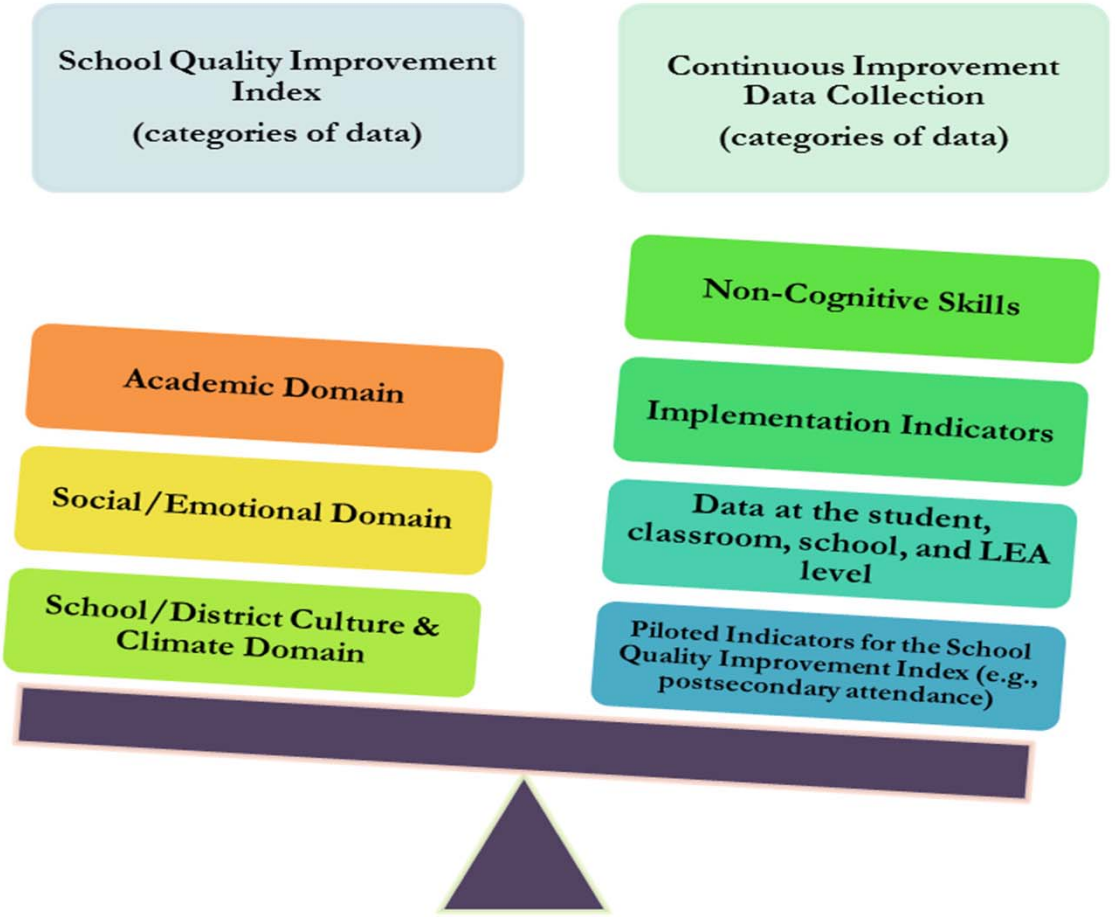
The School Quality Improvement Index works in tandem with the formative performance factors of the dual data system to identify school-specific areas in need of reward or intervention



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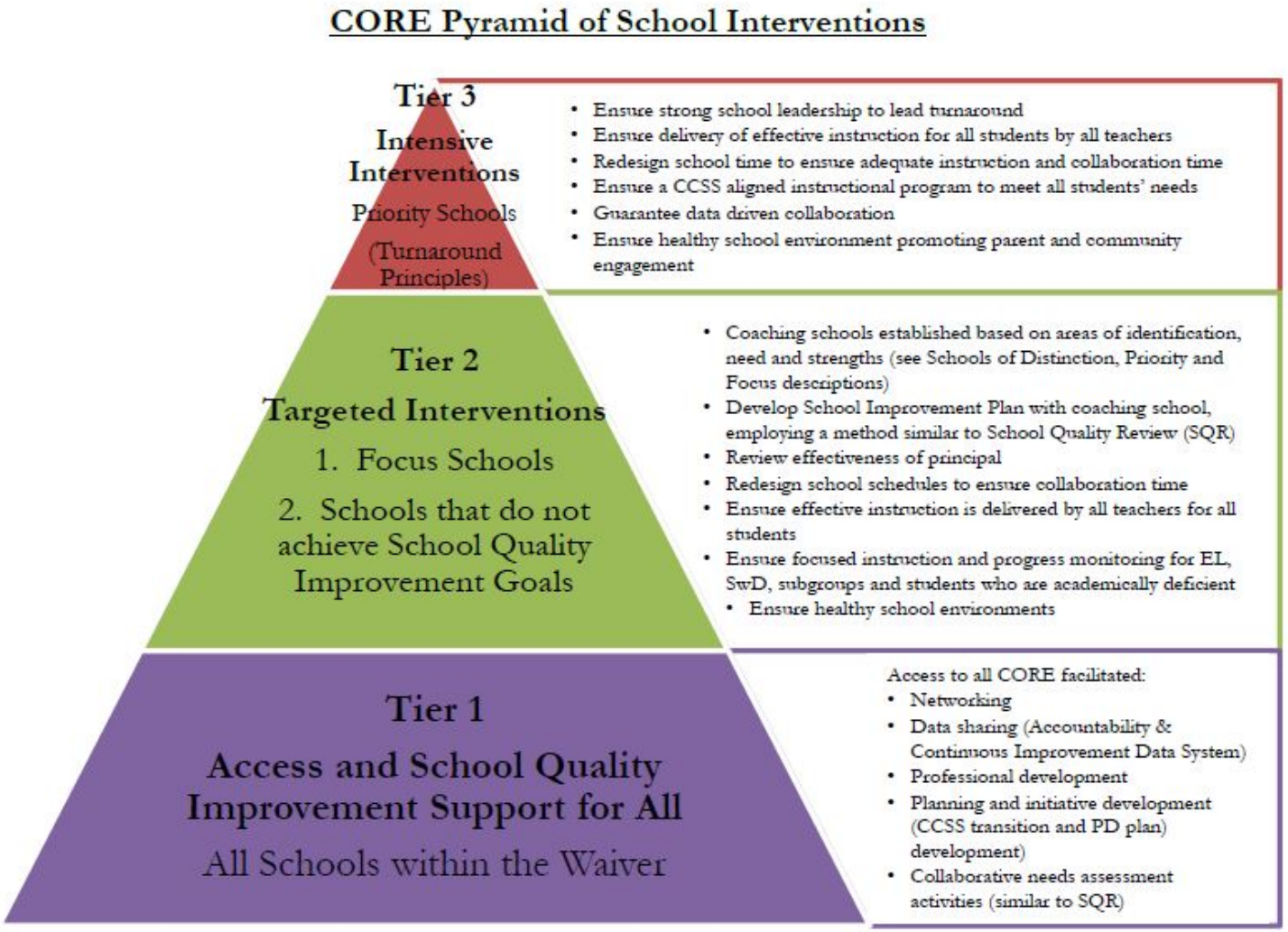
The School Quality Improvement System creates interventions and supports for schools of all performance levels



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