

# Innovations in Accountability Policy

The CORE-PACE Research Partnership

*October 14, 2016*

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**CORE**  
DISTRICTS

@coredistricts



**PACE**

*Policy Analysis for California Education*

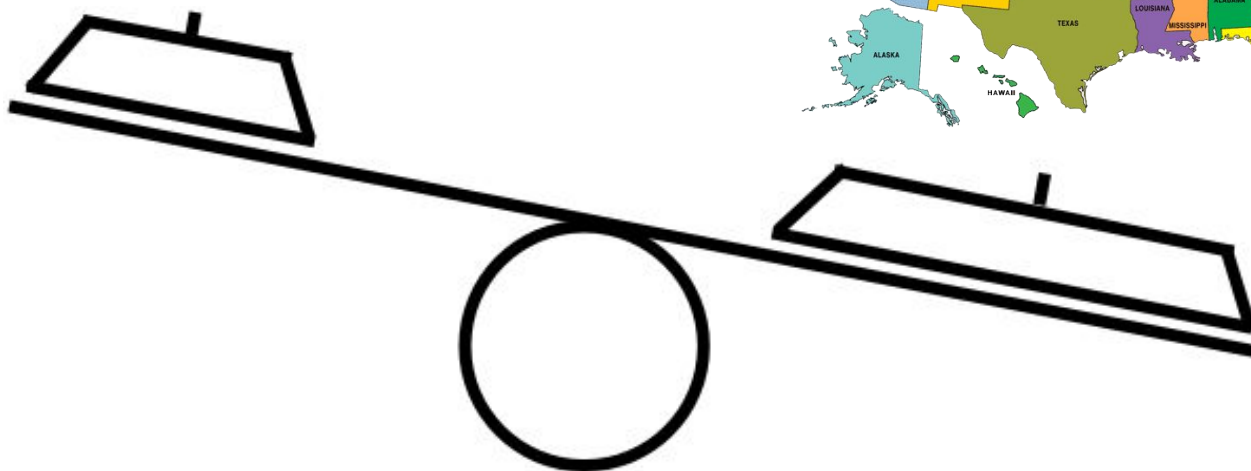


@edpolicyinca

@hjough



# ESSA Shift from Feds to States

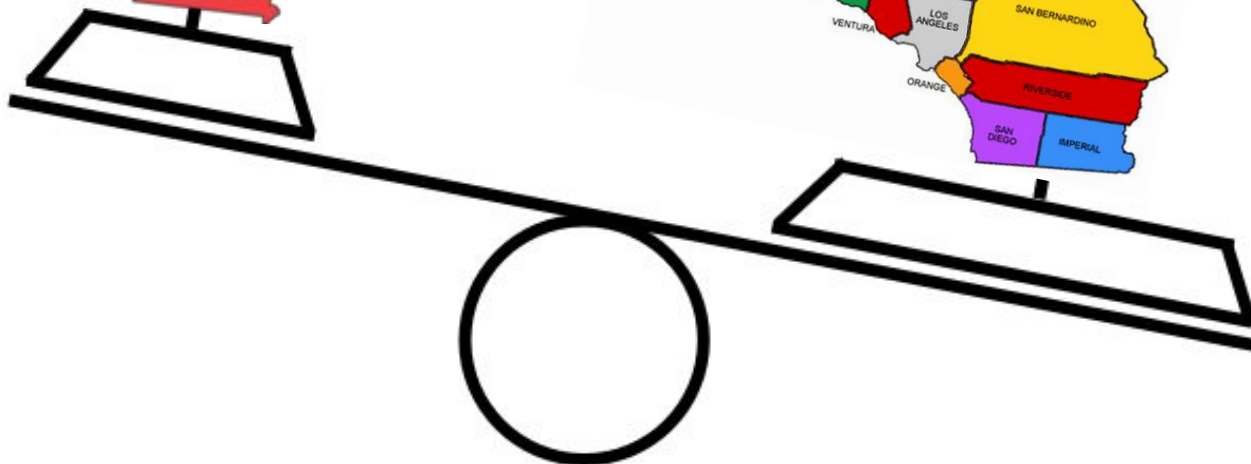


# LCFF Shift From State to Local



58 counties

1,025 school districts



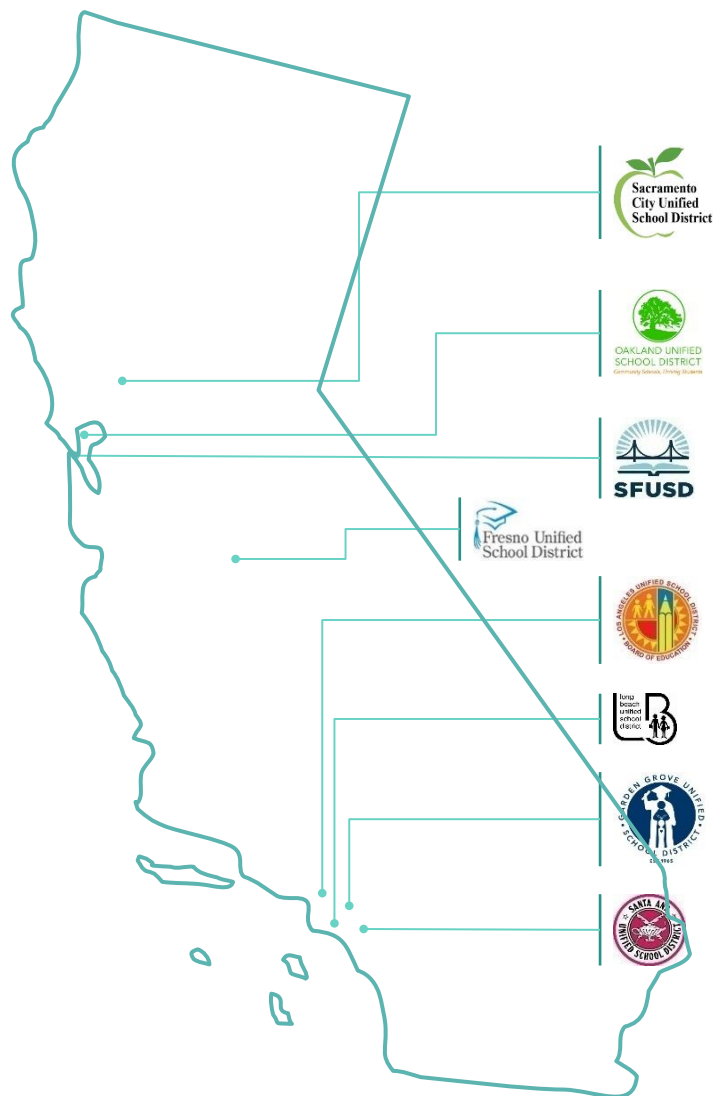


ESSA

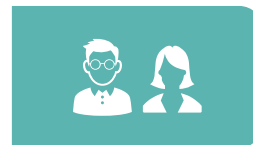
Multiple measures of  
school performance  
used locally to drive  
continuous  
improvement

LCFF

The CORE Districts have been working collaboratively since 2010



8 school districts



> 1M students



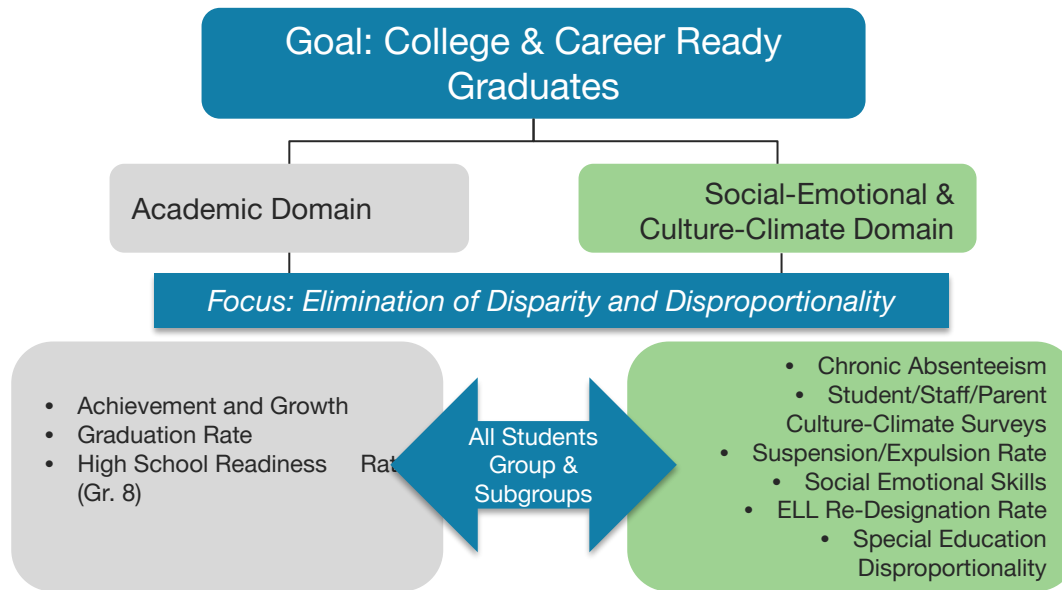
~ 1,600 schools



> 51,000 teachers



# Designing the School Quality Improvement Index:



## MAKING ALL STUDENTS VISIBLE:

N size of 20 resulting in over 150,000 additional students counted!

### 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)



## 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>

CORE is moving into its second year of providing districts and schools with comprehensive multiple-measure results.

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

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





## Illustrative Example

Subgroup Performance: Academic Domain					
	Metric result 2016	Lowest Performing Racial/Ethnic Subgroup	English Learners	Students with Disabilities	Socio-Economically Disadvantaged Students
Academic Performance English Language Arts	<b>26%</b> MEET OR EXCEED STANDARDS	<b>20% (H/L)</b> MEET OR EXCEED STANDARDS	<b>9%</b> MEET OR EXCEED STANDARDS	<b>2%</b> MEET OR EXCEED STANDARDS	<b>25%</b> MEET OR EXCEED STANDARDS
Academic Growth - English Language Arts	<b>74%</b> GROWTH PERCENTILE	<b>65% (H/L)</b> GROWTH PERCENTILE	<b>71%</b> GROWTH PERCENTILE	<b>51%</b> GROWTH PERCENTILE	<b>74%</b> GROWTH PERCENTILE
Academic Performance Math	<b>12%</b> MEET OR EXCEED STANDARDS	<b>7% (AA)</b> MEET OR EXCEED STANDARDS	<b>3%</b> MEET OR EXCEED STANDARDS	<b>0%</b> MEET OR EXCEED STANDARDS	<b>12%</b> MEET OR EXCEED STANDARDS
Academic Growth - Math	<b>50%</b> GROWTH PERCENTILE	<b>54% (AA)</b> GROWTH PERCENTILE	<b>56%</b> GROWTH PERCENTILE	<b>57%</b> GROWTH PERCENTILE	<b>49%</b> GROWTH PERCENTILE
HS Readiness	<b>47%</b> HIGH SCHOOL READY	<b>33% (H/L)</b> HIGH SCHOOL READY	<b>49%</b> HIGH SCHOOL READY	<b>24%</b> HIGH SCHOOL READY	<b>46%</b> HIGH SCHOOL READY
Subgroup Performance: Social-Emotional & Culture Climate Domain					
	Metric result 2016	Lowest Performing Racial/Ethnic Subgroup	English Learners	Students with Disabilities	Socio-Economically Disadvantaged Students
Chronic Absenteeism	<b>17%</b> CHRONICALLY ABSENT	<b>30% (AA)</b> CHRONICALLY ABSENT	<b>12%</b> CHRONICALLY ABSENT	<b>24%</b> CHRONICALLY ABSENT	<b>16%</b> CHRONICALLY ABSENT
Suspension Rates (includes students suspended and/or expelled)	<b>10%</b> SUSPENDED (AND/OR EXPELLED)	<b>24% (AA)</b> SUSPENDED (AND/OR EXPELLED)	<b>7%</b> SUSPENDED (AND/OR EXPELLED)	<b>14%</b> SUSPENDED (AND/OR EXPELLED)	<b>10%</b> SUSPENDED (AND/OR EXPELLED)
English Learner Re-designation	<b>16%</b> RE-DESIGNATED				
Culture and Climate: Family Overall	<b>86%</b> PERCENT FAVORABLE				
Culture and Climate: Staff Overall	<b>75%</b> PERCENT FAVORABLE				
Culture and Climate: Student Overall	<b>57%</b> PERCENT FAVORABLE	<b>54% (AA)</b> PERCENT FAVORABLE	<b>59%</b> PERCENT FAVORABLE	<b>56%</b> PERCENT FAVORABLE	<b>57%</b> PERCENT FAVORABLE
Social-Emotional Skills: Growth Mindset	<b>58%</b> PERCENT POSITIVE	<b>56% (H/L)</b> PERCENT POSITIVE	<b>48%</b> PERCENT POSITIVE	<b>44%</b> PERCENT POSITIVE	<b>58%</b> PERCENT POSITIVE
Social-Emotional Skills: Self-Efficacy	<b>46%</b> PERCENT POSITIVE	<b>56% (AA)</b> PERCENT POSITIVE	<b>36%</b> PERCENT POSITIVE	<b>55%</b> PERCENT POSITIVE	<b>46%</b> PERCENT POSITIVE
Social-Emotional Skills: Self-Management	<b>66%</b> PERCENT POSITIVE	<b>63% (H/L)</b> PERCENT POSITIVE	<b>61%</b> PERCENT POSITIVE	<b>60%</b> PERCENT POSITIVE	<b>66%</b> PERCENT POSITIVE
Social-Emotional Skills: Social Awareness	<b>51%</b> PERCENT POSITIVE	<b>49% (H/L)</b> PERCENT POSITIVE	<b>47%</b> PERCENT POSITIVE	<b>53%</b> PERCENT POSITIVE	<b>50%</b> PERCENT POSITIVE

Results include performance by the “all students” group and by subgroups



# The progression of CORE's work has laid the groundwork for the districts to collaboratively use improvement science as a tool to solve problems

## 1.0: Building relationships



- Best practices and learnings shared across districts
- Strong focus on learning about CCSS

## 2.0: Building the infrastructure



- Participation driven by the waiver
- Network-wide goals focused on implementation
- Broad improvement agenda
- Primary focus on role-alike collaboration

## 3.0: Building networked improvement communities

- Participation based on district priorities and the value the network provides
- Specific, measurable, and more unified aims for the districts
- Focus on solving specific problems through cycles of improvement
- Shared responsibility to help each other go further, faster
- Focus on cross-functional problem solving, with some continued role-alike collaboration
- Stronger pull of full-time and contract field expertise and analytical capability

# Shared interest in addressing common problems collaboratively progressed over time, and math was prioritized in Fall 2016 as the area of focus

Prioritization from August 5<sup>th</sup> board meeting

Prioritization from district visits

Prioritization from Design Day

## Equity



Improve math proficiency of African American and Hispanic/Latino students in a specific grade



Improve ELA proficiency for African American and Hispanic/Latino students in a specific grade



Increase social emotional learning skills to enable greater academic success



Improve college and career readiness at the high school level



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

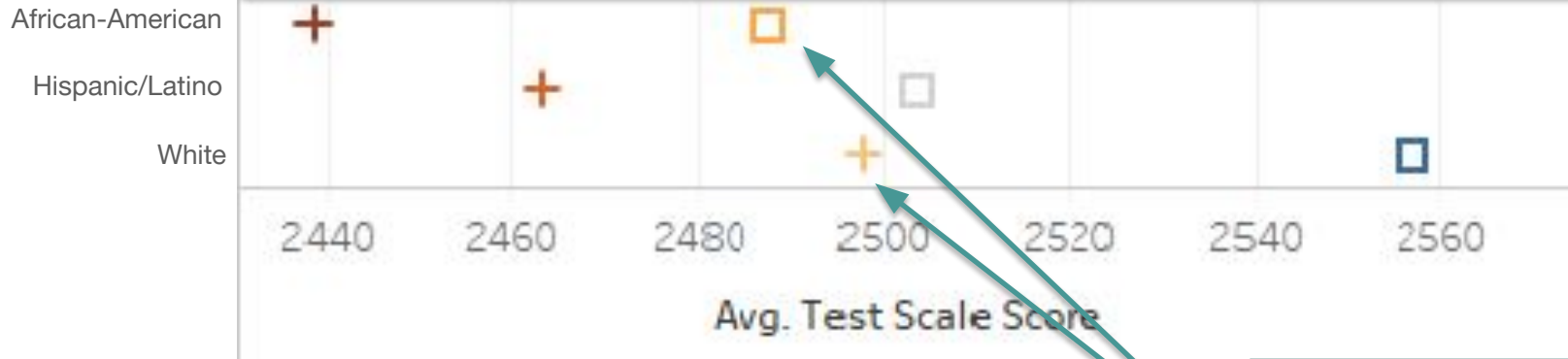


Increase **social emotional learning skills** to enable greater academic success in transitional grades

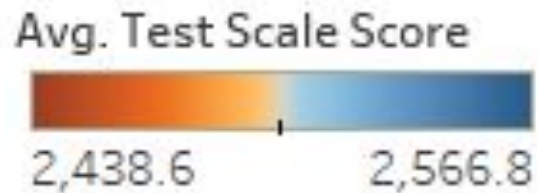


Improve **math proficiency** of African-American and Hispanic/Latino students, **especially grades 4-8**

## Math Average Scale Score (Grades 4 to 8)



□ 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.

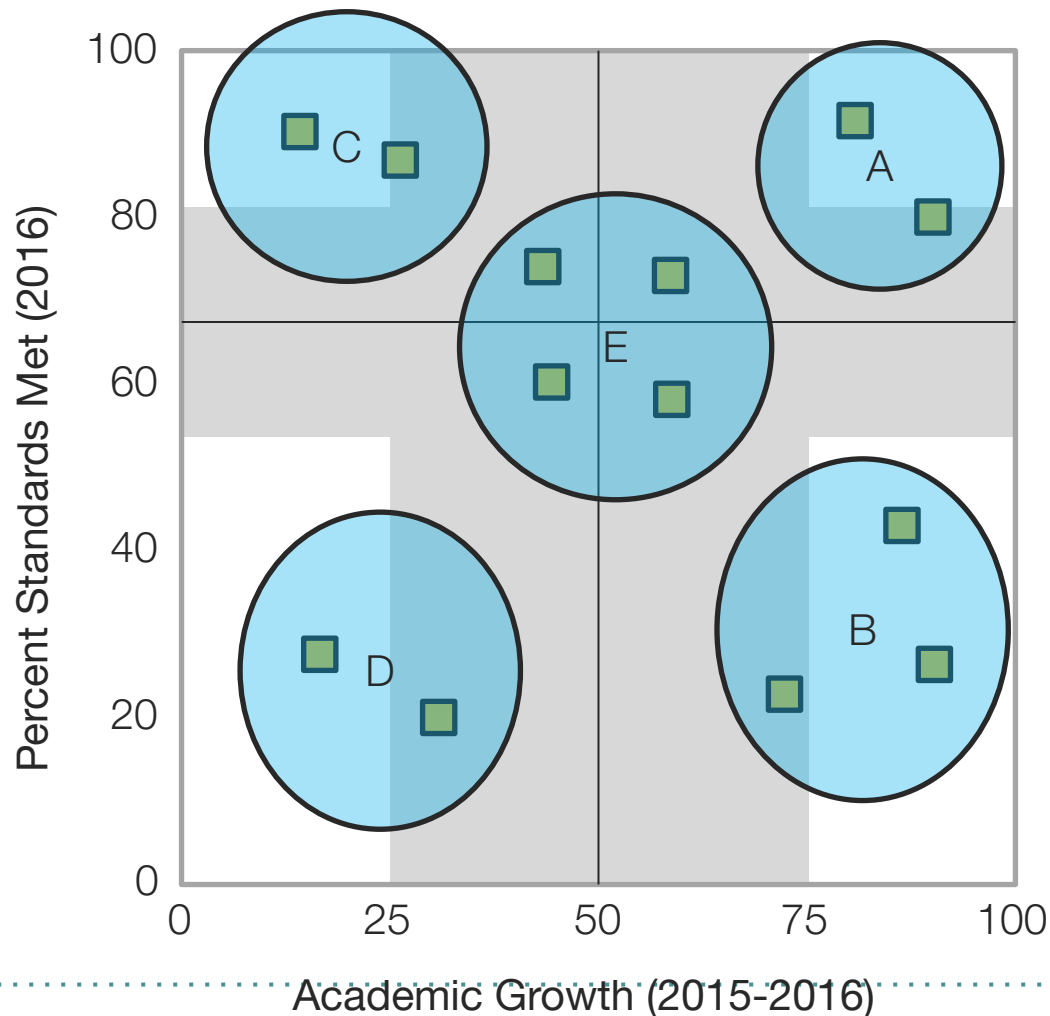


## Attending to variability and leveraging the power of two

*From the Carnegie Foundation...*

**Variation in performance is the core problem to address.**

The critical issue is not what works, but rather what works, for whom and under what set of conditions. Aim to advance efficacy reliably at scale.



A. Students know a lot and are growing faster than their peers

B. Students are behind, but are growing faster than their peers

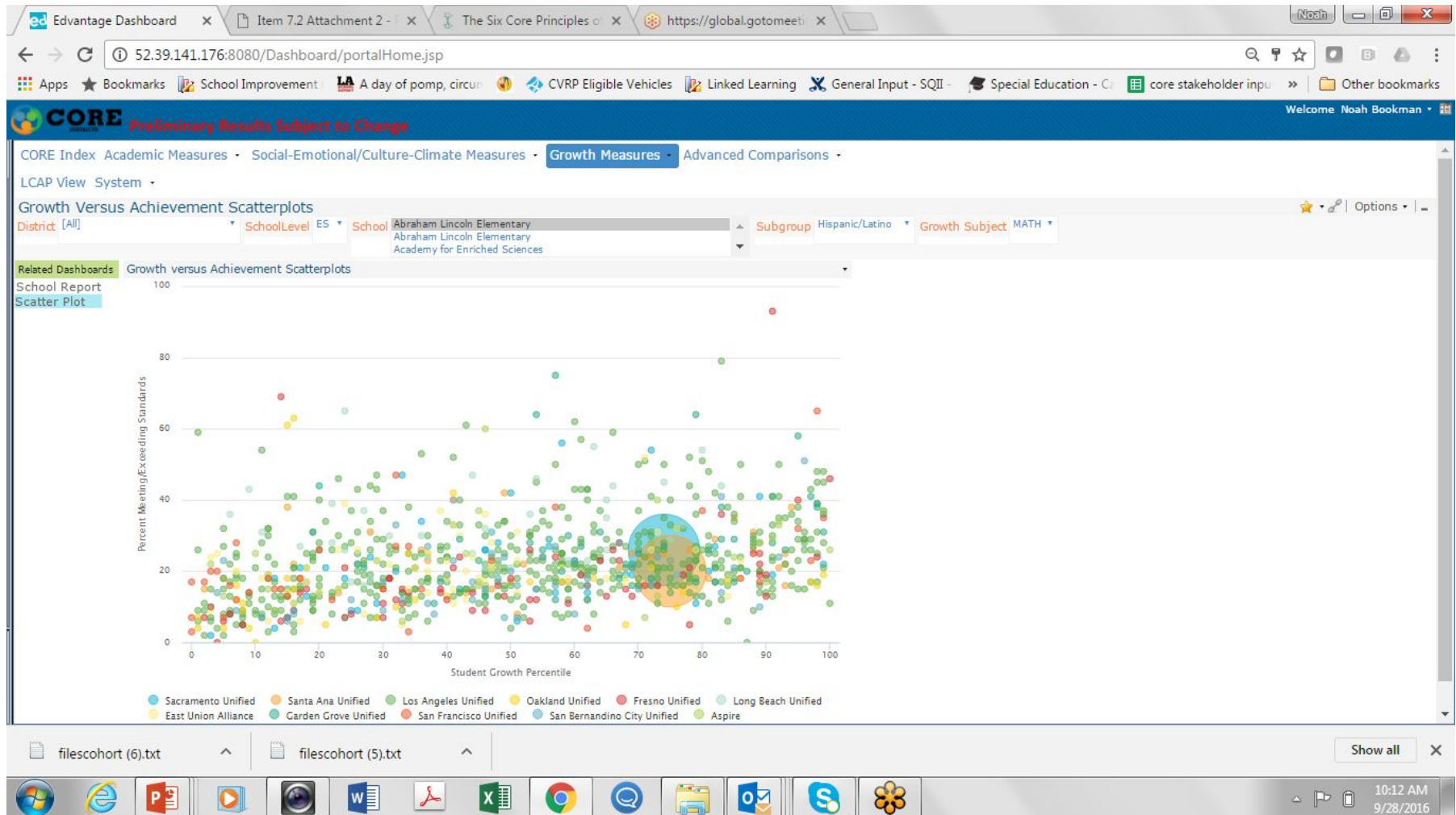
C. Students know a lot, but are growing slower than their peers

D. Students are behind, and are growing slower than their peers

E. Students are about average in how much they know and how fast they are growing



# Attending to variability and leveraging the power of two across the CORE Data Collaborative



During our design process, districts surfaced several potential drivers of that can be addressed to improve math outcomes for African American and Hispanic/Latino students. Below are a few examples.

## Problem

## Potential drivers

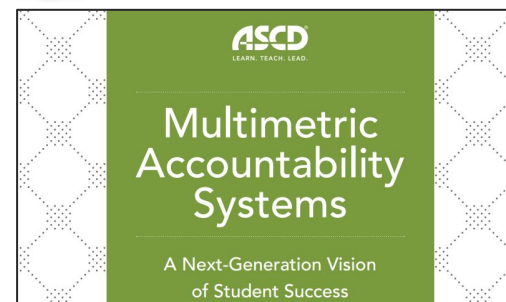


Improve **math proficiency** of African-American and Hispanic/Latino students, **especially grades 4-8**

- 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



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 surveyed across two years, CORE's measures of social-emotional skills let us explore how to measure these essential skills at scale.





## Social Emotional Skills Cover Four Topics – Including Inter-Personal and Intra-Personal Skills

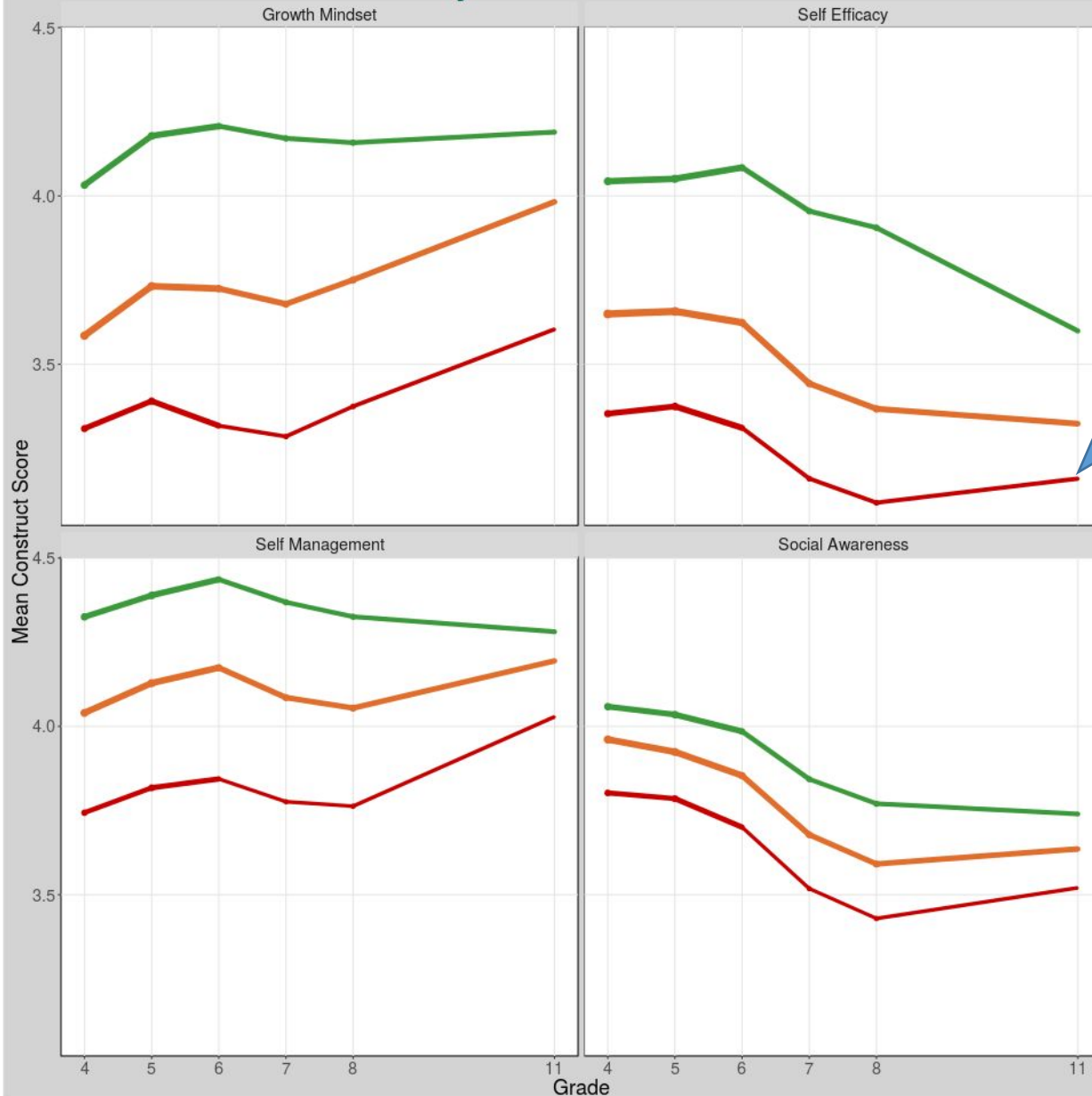
SE Competency	Definition
<b>Growth Mindset</b>	The belief that one's abilities can grow with effort. Students with a growth mindset see effort as necessary for success, embrace challenges, learn from criticism, and persist in the face of setbacks.
<b>Self-Efficacy</b>	The belief in one's own ability 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.



## Culture-Climate Surveys Cover Four Topics, asked of Students, Parents, and Staff

CC element	Definition
<b>Climate of support for academic learning</b>	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.
<b>Knowledge and fairness of discipline, rules, and norms</b>	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.
<b>Safety</b>	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.
<b>Sense of belonging (school connectedness)</b>	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.

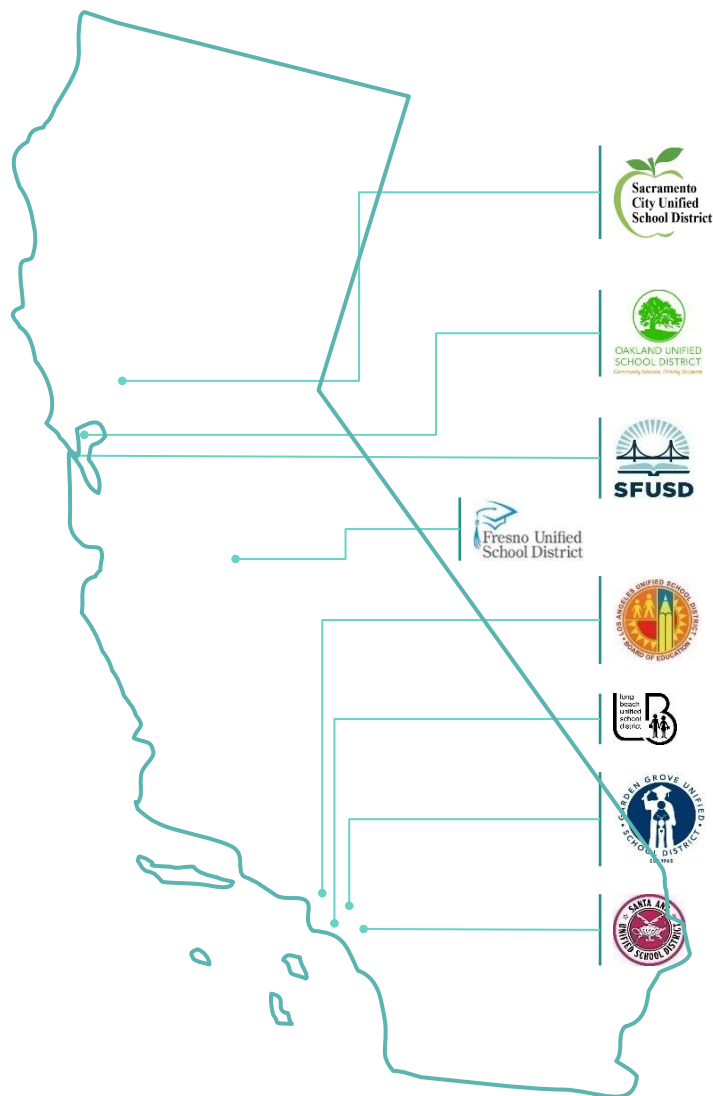
# SEL by Math Achievement



Notice that lower performing 11<sup>th</sup> graders appear to be catching up with their higher performing peers in SE skills. Could this perhaps be because lower performing students with stronger SE skills are more likely to persist to 11<sup>th</sup> grade?

Whereas, there are ~35,000 students in the 8<sup>th</sup> grade results, there are ~25,000 students 11<sup>th</sup> grade results.

## The CORE Data Collaborative Serves 1.8 M Students in Urban, Rural and Suburban Schools



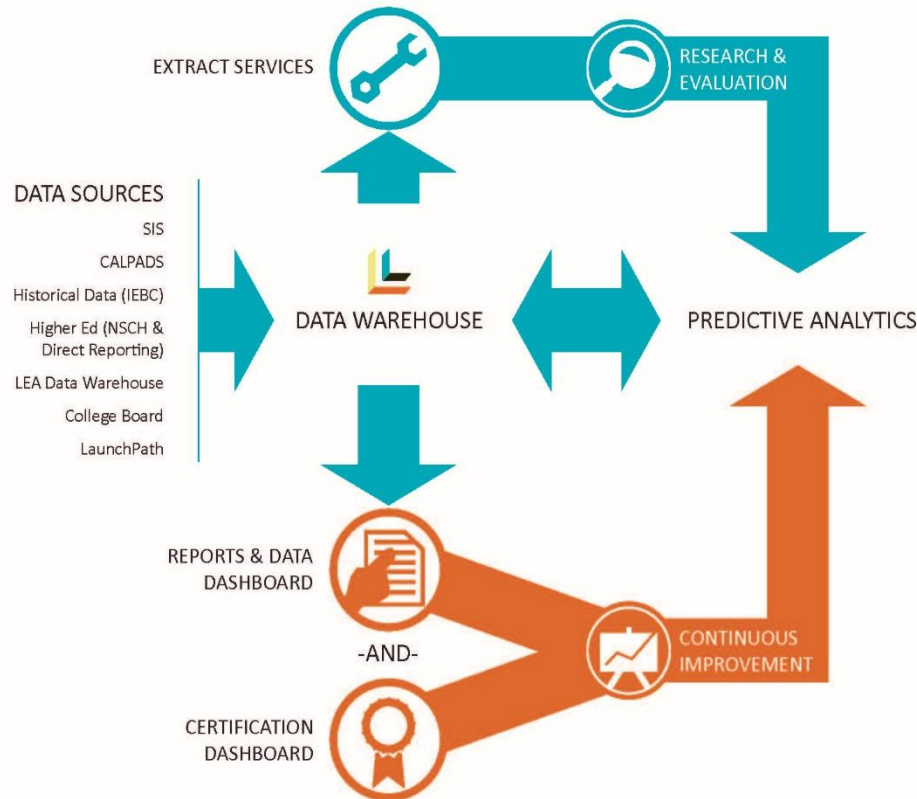
- Sacramento County districts
- Riverside County districts
- San Bernardino City USD
- East Side Alliance
- Sweetwater Union HSD
- Aspire Public Schools
- Green Dot Public Schools
- Oxnard school districts



# Collaboration with the Linked Learning Alliance:

**A next-generation, continuous improvement data system  
focused on college and career readiness**

## The Linked Learning Data System Architecture



We're collaborating with the Linked Learning field on career readiness indicators (e.g., pathway completion)

Through this partnership, data collection, storage, analysis, and reporting can be streamlined across districts, reducing costs and saving time.

# The CORE Districts are proposing to serve as a Research Pilot in California's New Accountability System

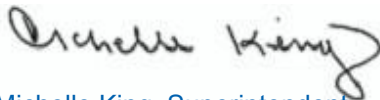
*"When the new system is introduced, we strongly believe our districts should be held accountable for all of the state adopted indicators, plus the locally-driven indicators on growth, high school readiness and social-emotional learning/culture-climate the CORE Districts now measure. Our research shows that these specific initiatives are leading to school and student improvement locally, and we need to count them, not just locally, but also for state accountability purposes."*



José Banda, Superintendent  
Sacramento City Unified School District



Michael Hanson, Superintendent  
Fresno Unified School District



Michelle King, Superintendent  
Los Angeles Unified School District



Myong Leigh, Interim Superintendent  
San Francisco Unified School District



Gabriela Mafi, Superintendent  
Garden Grove Unified School District



Stetanie Phillips, Superintendent  
Santa Ana Unified School District



Christopher Steinhauser,  
Superintendent  
Irvine Unified School District

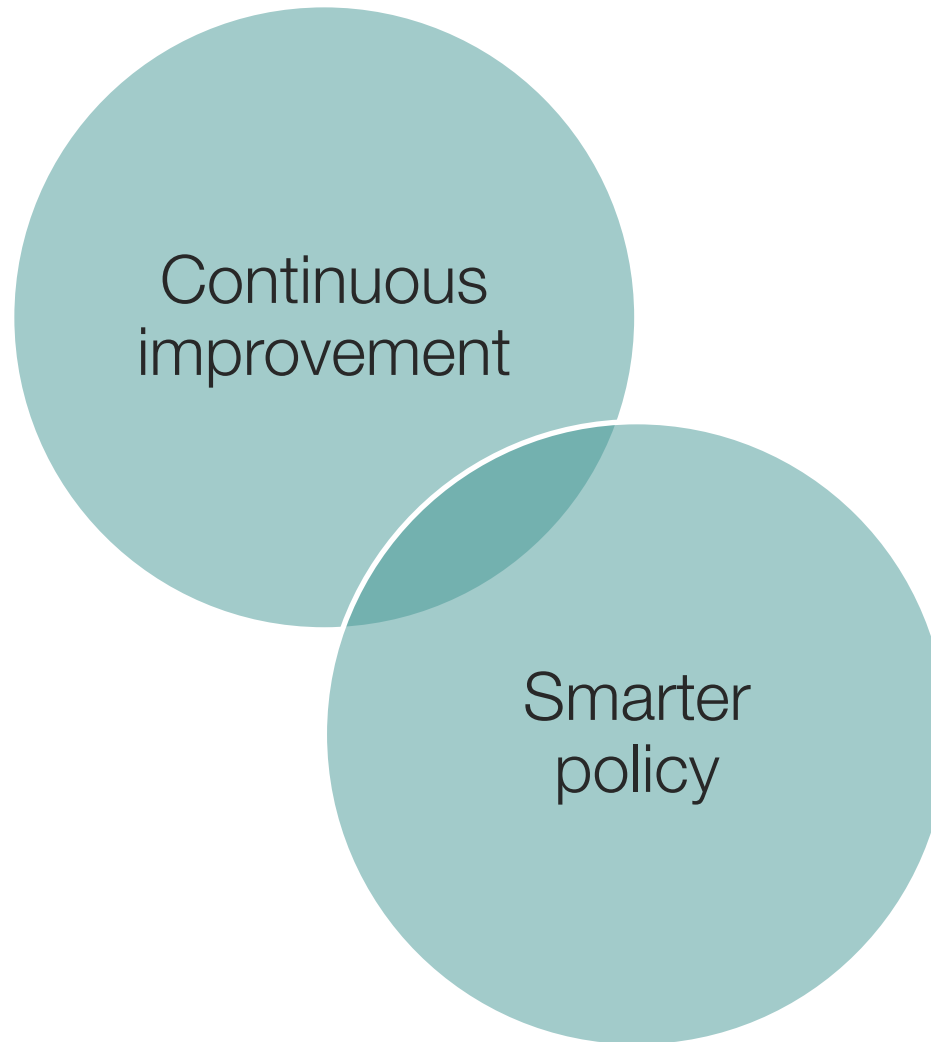


Antwan Wilson, Superintendent  
Oakland Unified School District

# The CORE Districts' locally-driven data provides a more complete picture of school improvement

California's Education Priorities as identified in LCFF	State Accountability System	Part of State Identification of Schools for Intervention/Support	CORE Districts Data	What the CORE Research Pilot would/could use to complement the state system
8 – Student Outcomes	College & Career Indicator (CCI)	Y	Social Emotional Skills	• CCI
7 – Access to a Broad Course of Study	College & Career Indicator	Y	High School Readiness of 8th Graders	• CCI • HS Readiness
6 – School Climate	Suspension Rate or Local Indicator	Y - Suspension Rate (including in school and out of school suspensions)	<ul style="list-style-type: none"> <li>• Suspension Rate (only out of school)</li> <li>• Student culture-climate survey</li> <li>• Staff culture-climate survey</li> <li>• Family culture-climate survey</li> </ul>	<ul style="list-style-type: none"> <li>• Suspension rate (open question re whether to include in school and out of school)</li> <li>• Student culture-climate survey</li> <li>• Staff culture-climate survey</li> <li>• Family culture-climate survey</li> </ul>
5 – Pupil Engagement	Graduation Rates or Chronic Absenteeism	Y - Grad rates (4y only)  (Chronic absence will be added in future years)	<ul style="list-style-type: none"> <li>• Grad rates (4y/5y/6y)</li> <li>• Chronic absence</li> <li>• Social Emotional Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Grad rates (4y/5y/6y)</li> <li>• Chronic absence</li> <li>• Social Emotional Skills</li> </ul>
4 – Pupil Achievement/English Learner Achievement	English and Math Scores English Language Indicator	Y	<ul style="list-style-type: none"> <li>• ELA and math academic performance</li> <li>• ELA and math growth</li> <li>• English Learner Re-Designation (CORE method, focusing on minimizing long term English Learners)</li> </ul>	<ul style="list-style-type: none"> <li>• ELA and math academic performance</li> <li>• ELA and math growth</li> <li>• CA's English Language Indicator</li> <li>• Open question - CORE's EL Re-Designation measure</li> </ul>
3 – Parent Engagement	Local Indicator	N	• Family Survey (the results, not just administering)	• Family Survey (the results, not just administering)
2 – Implementation of Academic Standards	Local Indicator	N	N/A	N/A
1 – Basic School Conditions	Local Indicator	N	N/A	N/A

# The CORE-PACE Research Partnership





Quantitative  
analysis

Uncover patterns in  
data

Explore  
variation

Analyze  
outcomes

Qualitative  
analysis

Understand  
implementation

Highlight  
“promising practices”

Explain  
variation

The implementation and effect of new measures, school interventions, and collaboration under the CORE waiver

Quantitative analysis

Including chronic absence as an indicator in CA's system

Exploring different subgroup sizes for accountability

Identifying schools for improvement using multiple measures

Qualitative analysis

What SEL/CC measures reveal about school performance

*(for release later this fall)*

Stanford  
Susanna Loeb  
Demetra Kalogrides  
Joe Witte  
Holly Glover

San Jose State  
Vicki Park

UC Irvine  
Emily Penner

USC  
Julie Marsh  
Susan Bush-Mecenas  
Michelle Hall  
Taylor Allbright



The implementation and effect of new measures, school interventions, and collaboration under the CORE waiver

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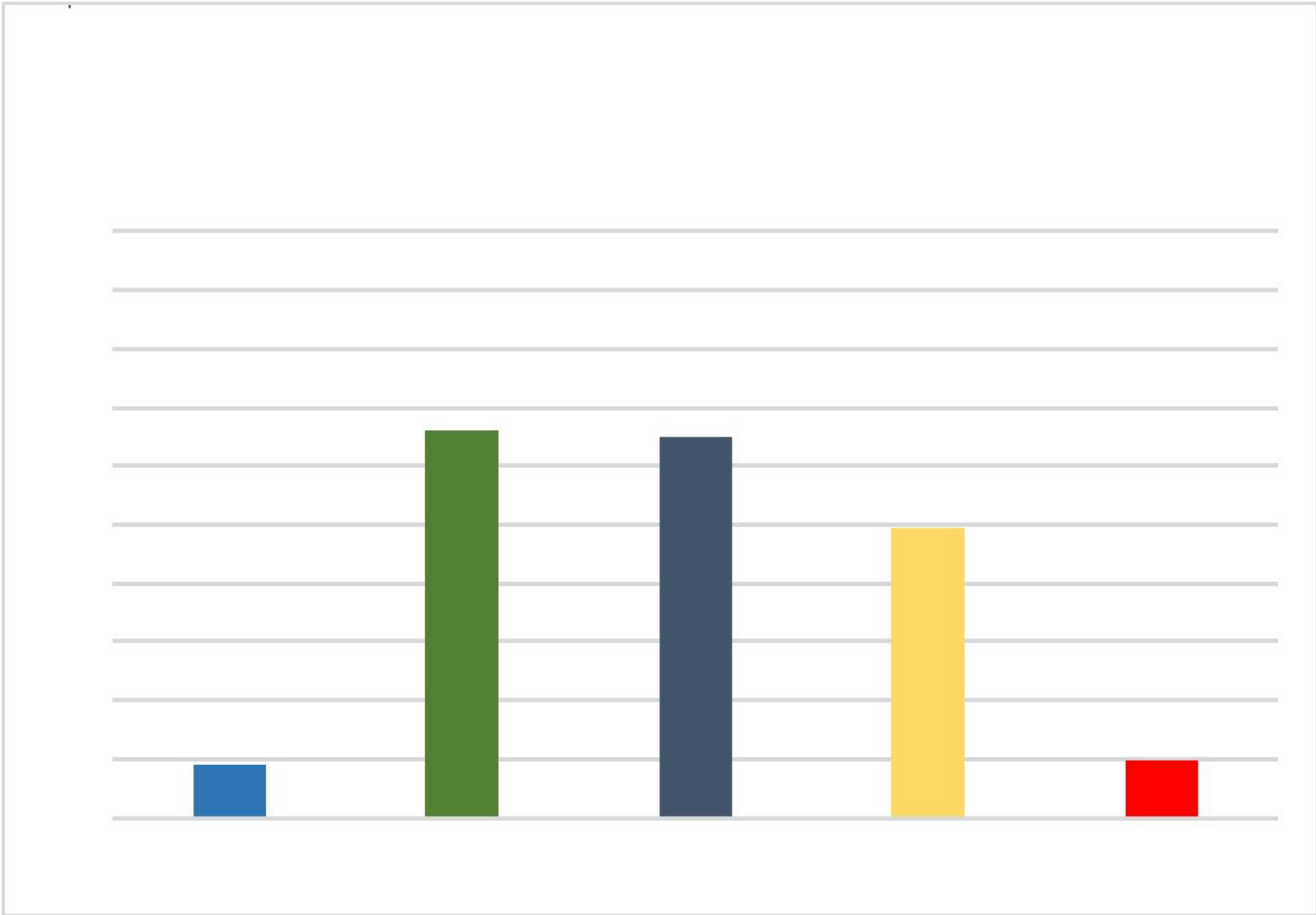
Identifying schools for improvement using multiple measures

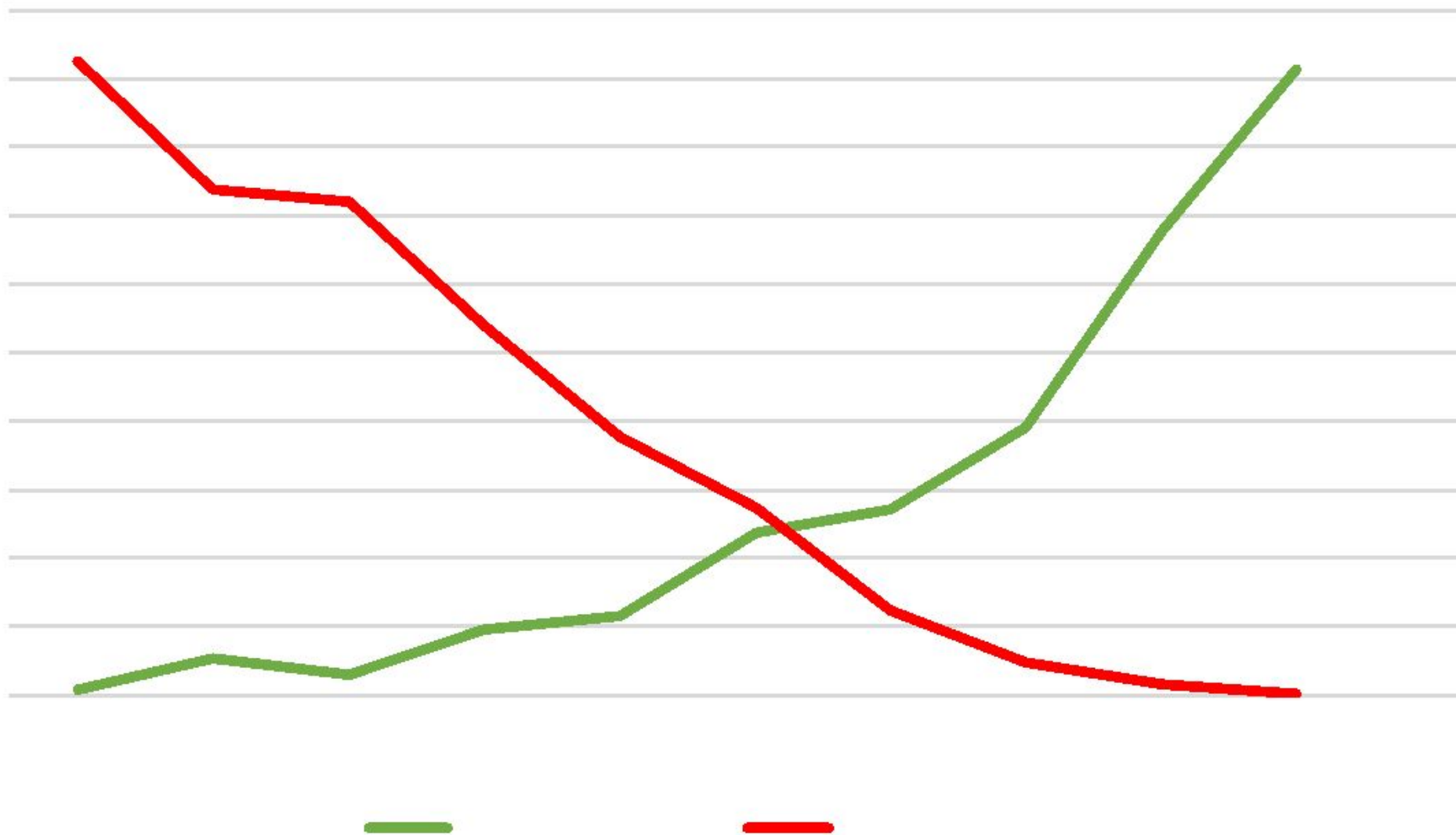
Qualitative analysis

What SEL/CC measures reveal about school performance  
*(for release later this fall)*



Improvement	Excellent 5%		Good 32%		Acceptable 32%	
	Very high	High	Intermediate	Low	Very Low	
Improved significantly	0	0	18	20	7	
Improved	4	36	128	46	14	
Maintained	49	152	268	77	15	
Declined	4	27	112	45	5	
Declined significantly	0	2	16	22	12	
			Issue 25%	Concern 5%		





Brad Strong @BStrong\_CN · May 12

Huge thanks to @edpolicyinca @COREdistricts @hjough for #ChronicAbsence

analysis [goo.gl/hljzqd](https://goo.gl/hljzqd) had huge impact on SBE CA victory

Edmund G. Brown Jr., Governor

## EDUCATION



Brad Strong @BStrong\_CN · May 12

Huge thanks to @edpolicyinca @COREdistricts @hjough for #ChronicAbsence analysis [goo.gl/hljzqd](https://goo.gl/hljzqd) had huge impact on SBE CA victory

## Board Sets Balance of State and Local Measures to Hold Schools Accountable

The California State Board of Education today affirmed state and local measures of progress for California's new school accountability system. In addition to scores on standardized tests in English and math, schools will be held accountable for students' college and career readiness, proficiency for English learners, graduation rates, **chronic absenteeism**, suspension rates and school climate, basic conditions at a school, implementation of academic standards, and parent engagement.



The implementation and effect of new measures, school interventions, and collaboration under the CORE waiver

Quantitative analysis

Including chronic absence as an indicator in CA's system

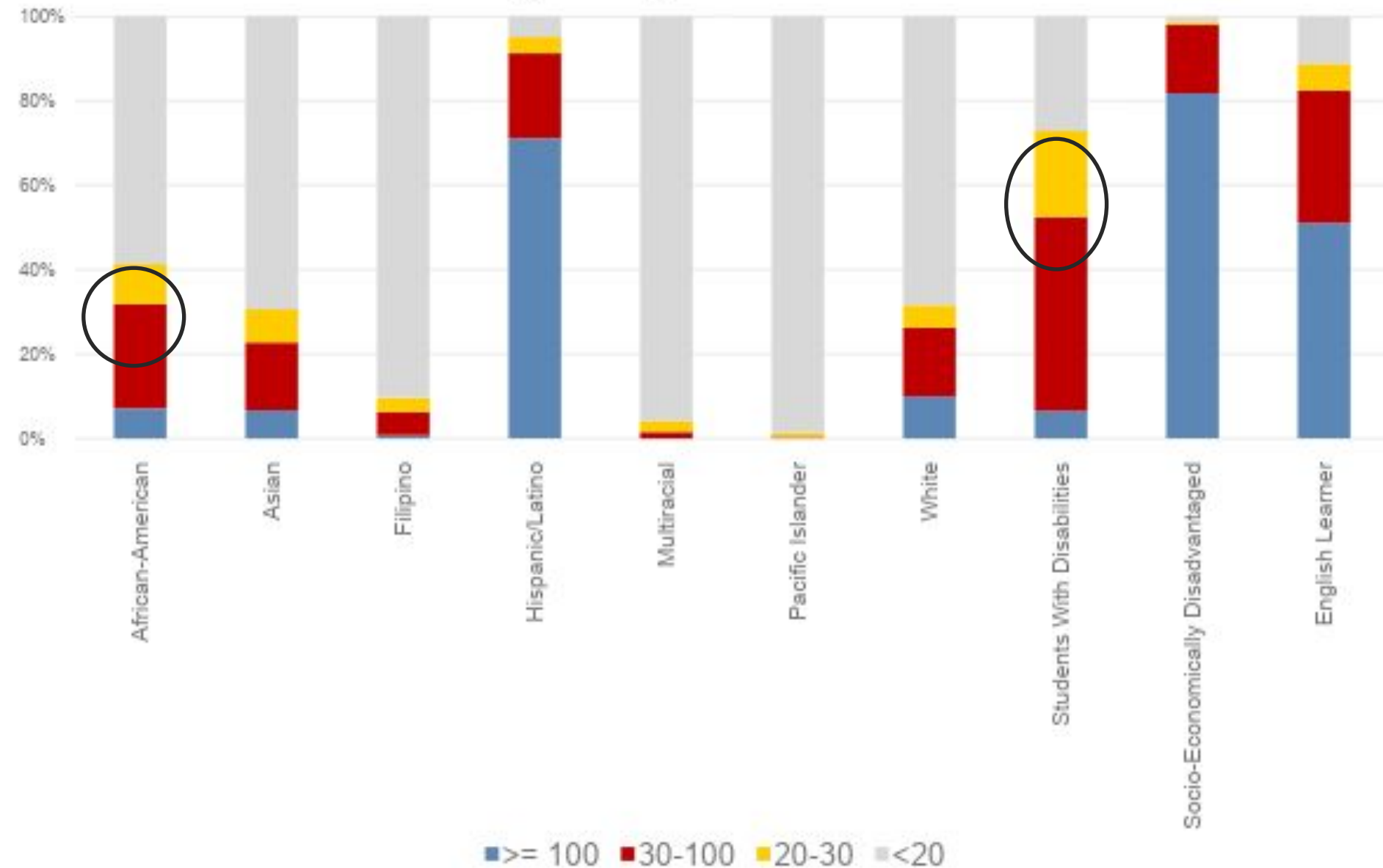
Exploring different subgroup sizes for accountability

Identifying schools for improvement using multiple measures

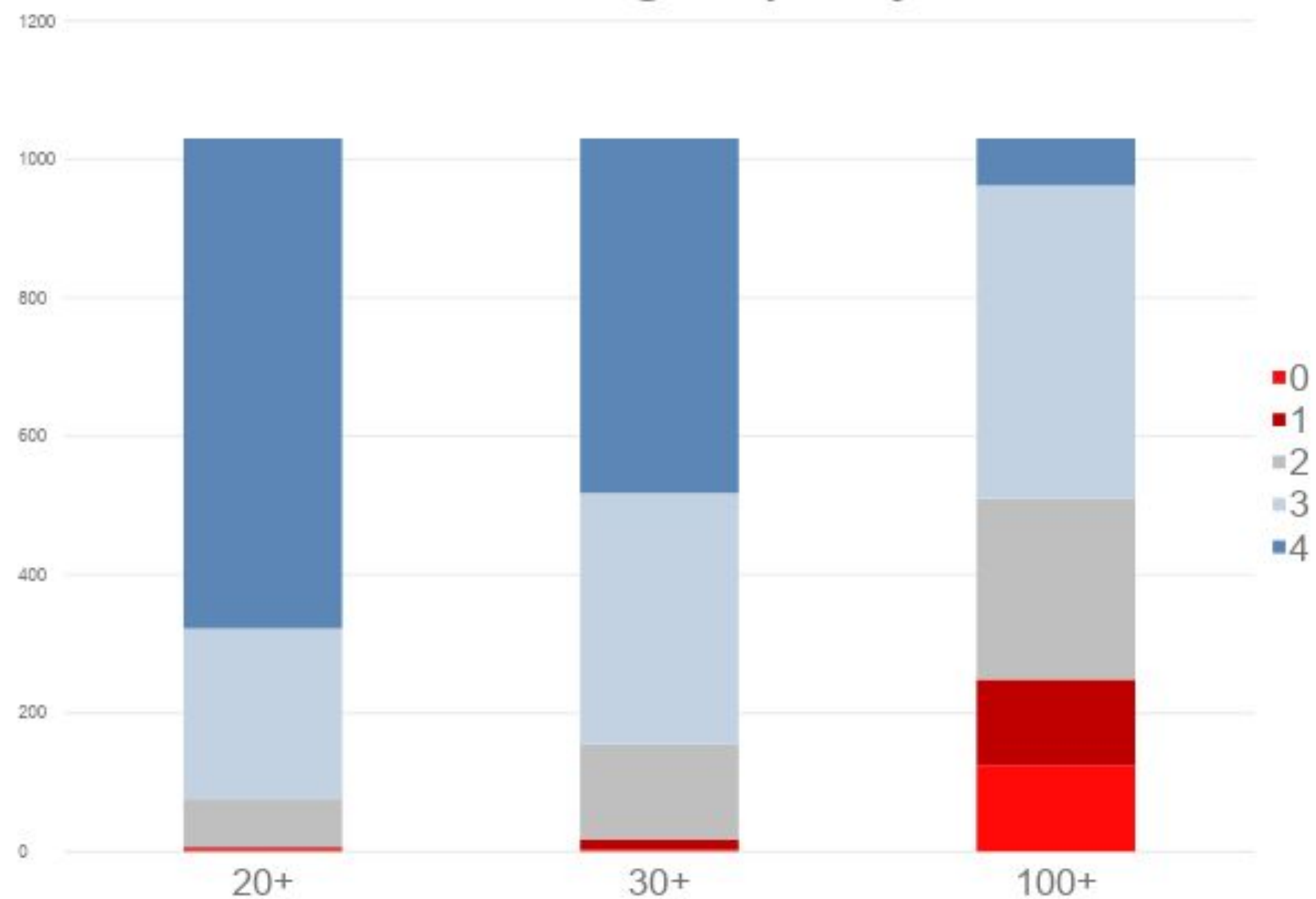
Qualitative analysis

What SEL/CC measures reveal about school performance  
(for release later this fall)

# Percent of Schools Reporting, by Subgroup Threshold



# Number of Subgroups by School





# FEDERAL REGISTER

The Daily Journal of the United States Government

PR Proposed Rule

Similarly, in a 2016 examination of the effect of using different subgroup sizes in California's CORE school districts,<sup>[7]</sup> the study found that when using an n-size of 100, only 37 percent of African American students' math scores are reported at the school-level. However, using an n-size of 20 increases the percentage of “visible” African American students to 88 percent. The impact for students with disabilities is even larger: when the n-size is 100, only 25 percent of students with disabilities are reported at the school-level; however, 92 percent of students with disabilities are reported when using an n-size of 20.

The implementation and effect of new measures, school interventions, and collaboration under the CORE waiver

Quantitative analysis

Including chronic absence as an indicator in CA's system

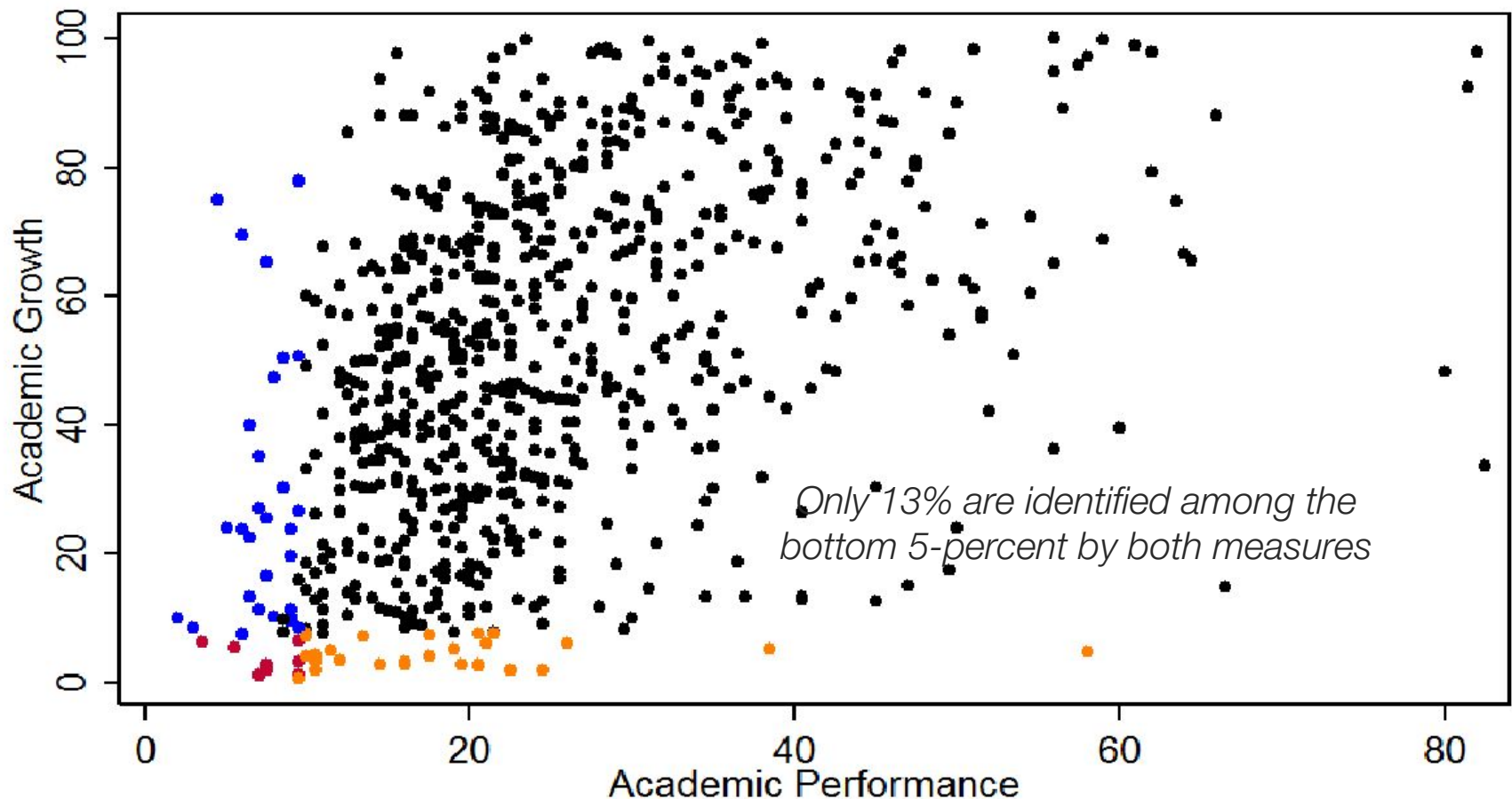
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Identifying schools for improvement using multiple measures

Qualitative analysis

What SEL/CC measures tell us about school performance  
*(for release later this fall)*

Different academic indicators measure very different aspects of school performance, and a summative score masks this variation



• Top 95% Both

• Bottom 5% Both

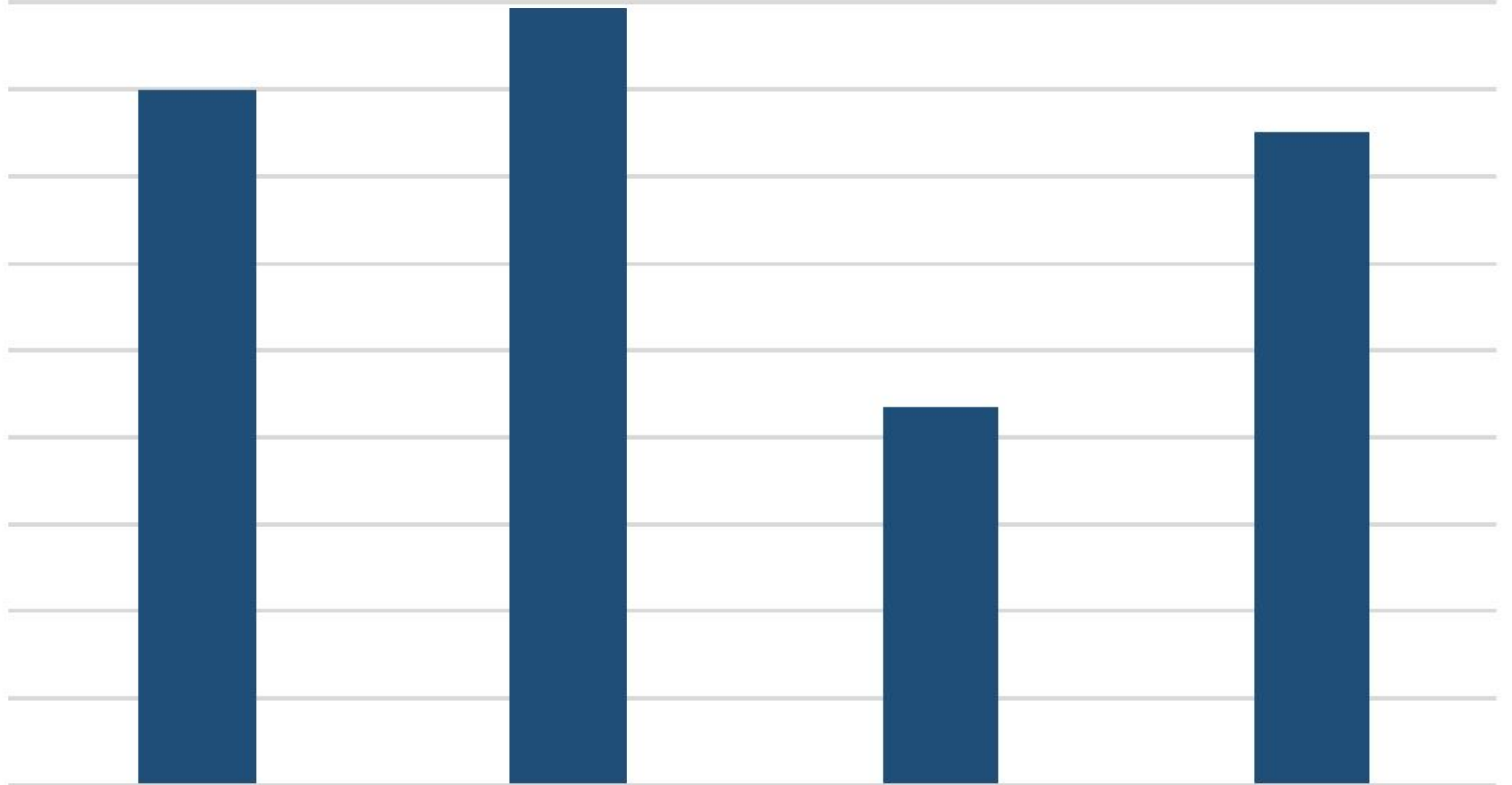
• Bottom 5% Academic Growth

• Bottom 5% Academic Performance

N = 749

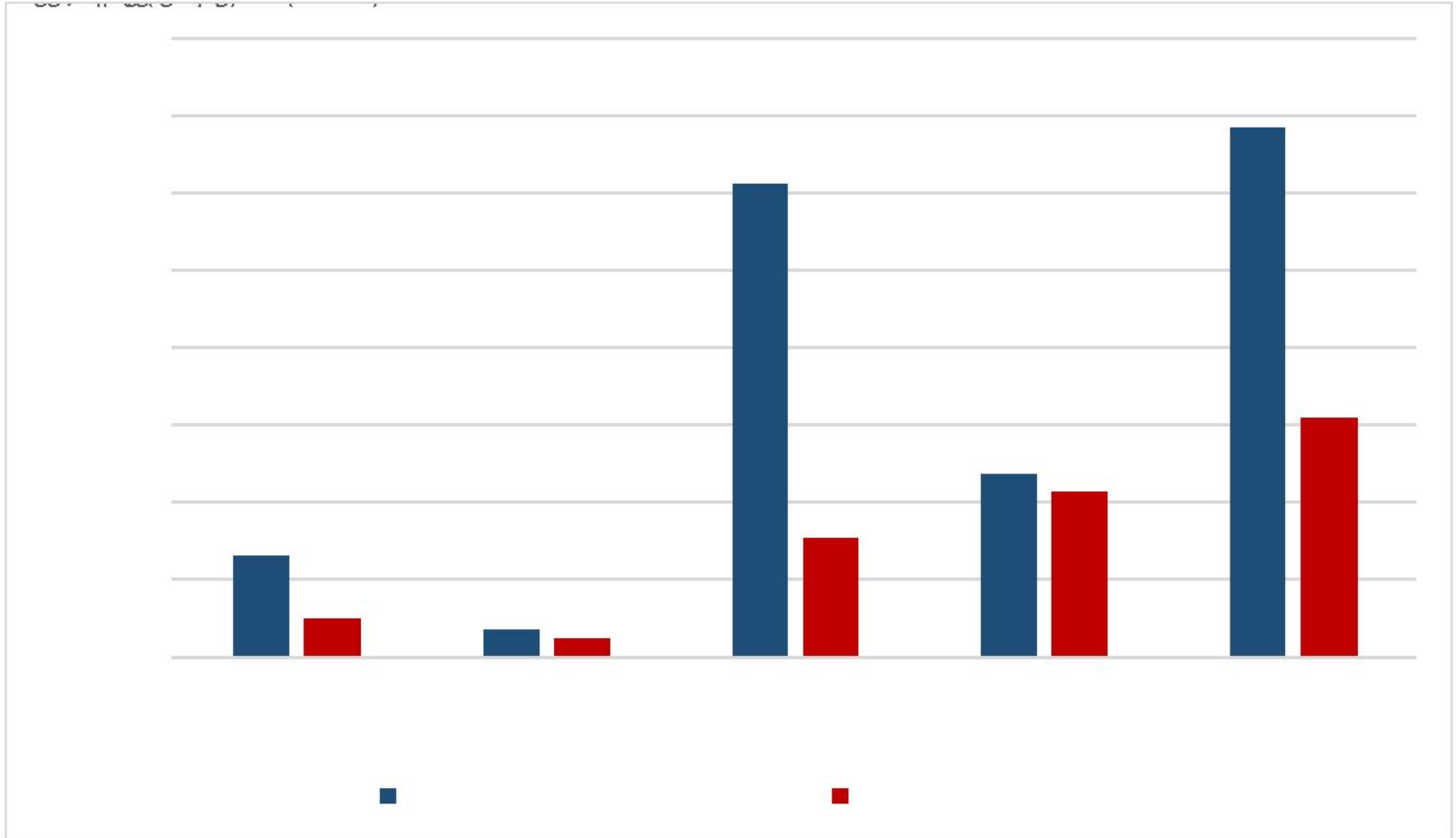
*Less than 1% of schools is in bottom 5-percent on every measure*

*Of the 14% of schools that are bottom 5-percent on one or more indicator, 71% are not identified as bottom 5% by the summative score*



# TARGETED SUPPORT AND IMPROVEMENT

Schools identified for Targeted Support and Improvement







Florida's Intuitive Letter Grades Produce Results

By Jeb Bush

*In Florida, where I served as governor from 1999 to 2007, a bold, new direction*

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## How Should States Design Their Accountability Systems?

*Education Next talks with Jeb Bush, Heather Hough, and Michael Kirst*

*By Jeb Bush, Heather Hough and Michael Kirst*



### Florida's Intuitive Letter Grades Produce Results

By Jeb Bush

*In Florida, where I served as governor from 1999 to 2007, a bold, new direction was required. And so in 1999, we overhauled our school system through accountability legislation that made student learning the focus of education.*



### California's Dashboard Data Will Guide Improvement

By Heather J. Hough and Michael W. Kirst

*In California, we've moved beyond assigning schools a single number score each year and are implementing a "dashboard" accountability system, to better capture and communicate multiple dimensions of school performance.*

The implementation and effect of new measures, school interventions, and collaboration under the CORE waiver

Quantitative analysis

Including chronic absence as an indicator in CA's system

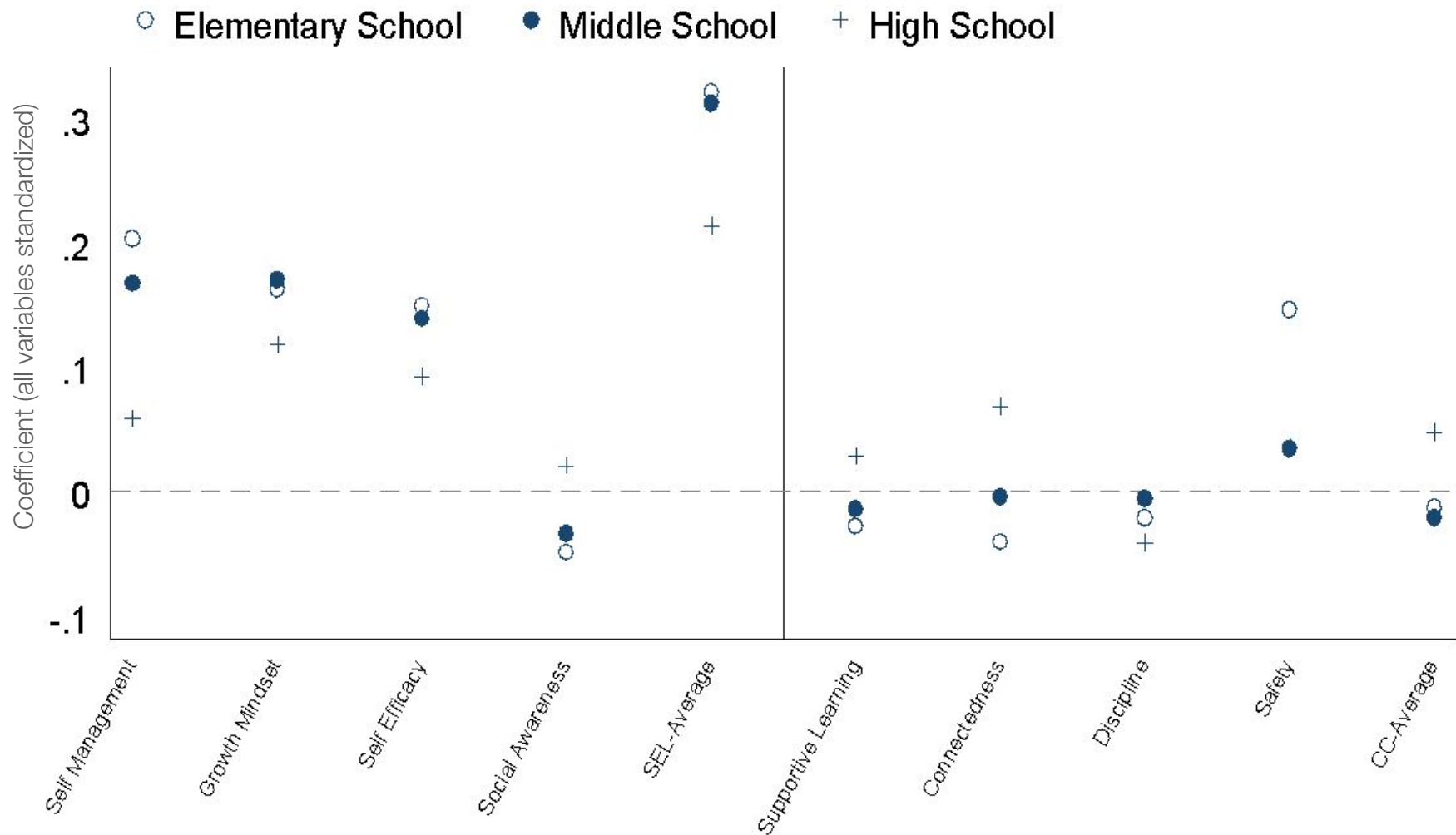
Exploring different subgroup sizes for accountability

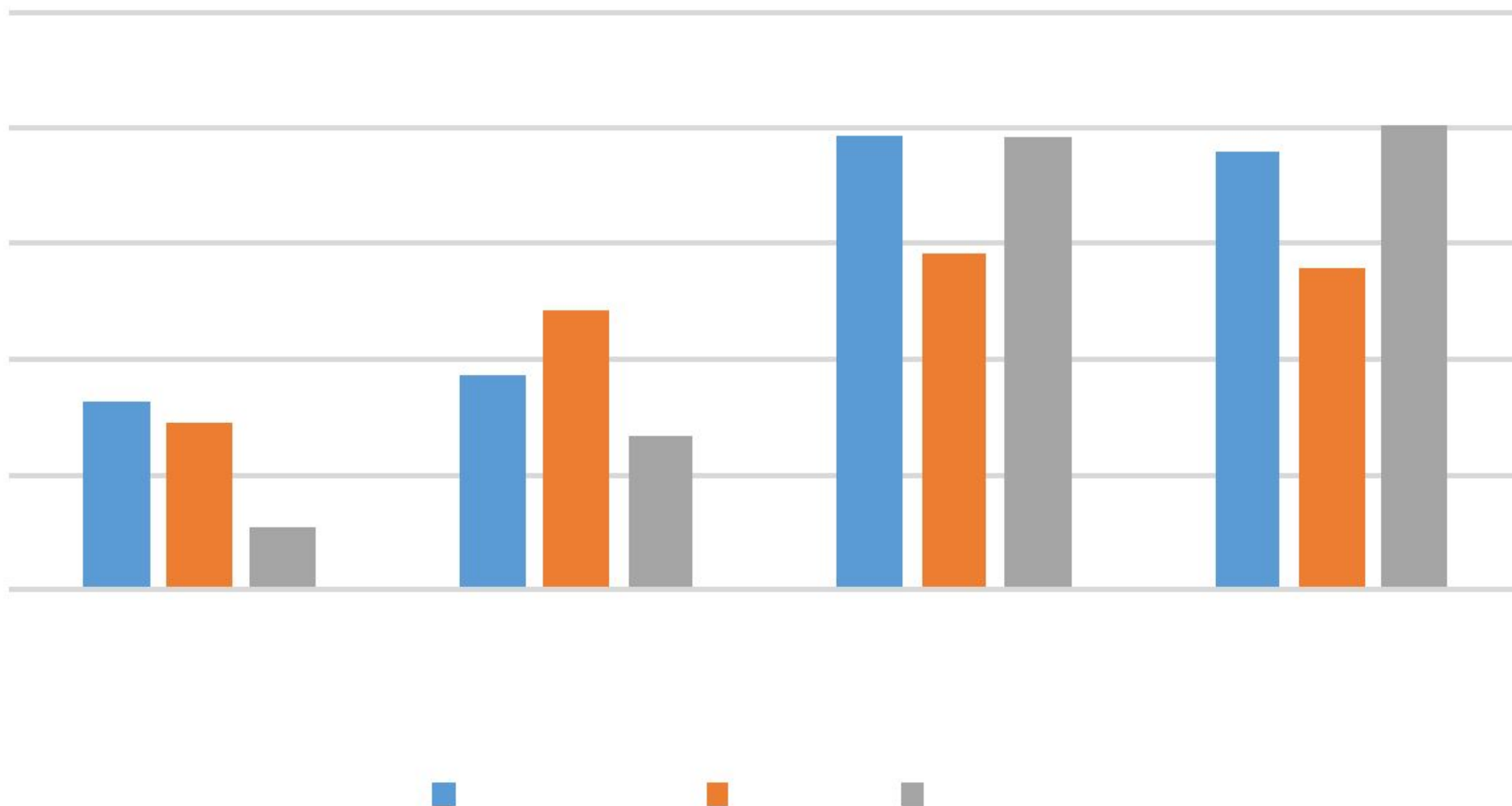
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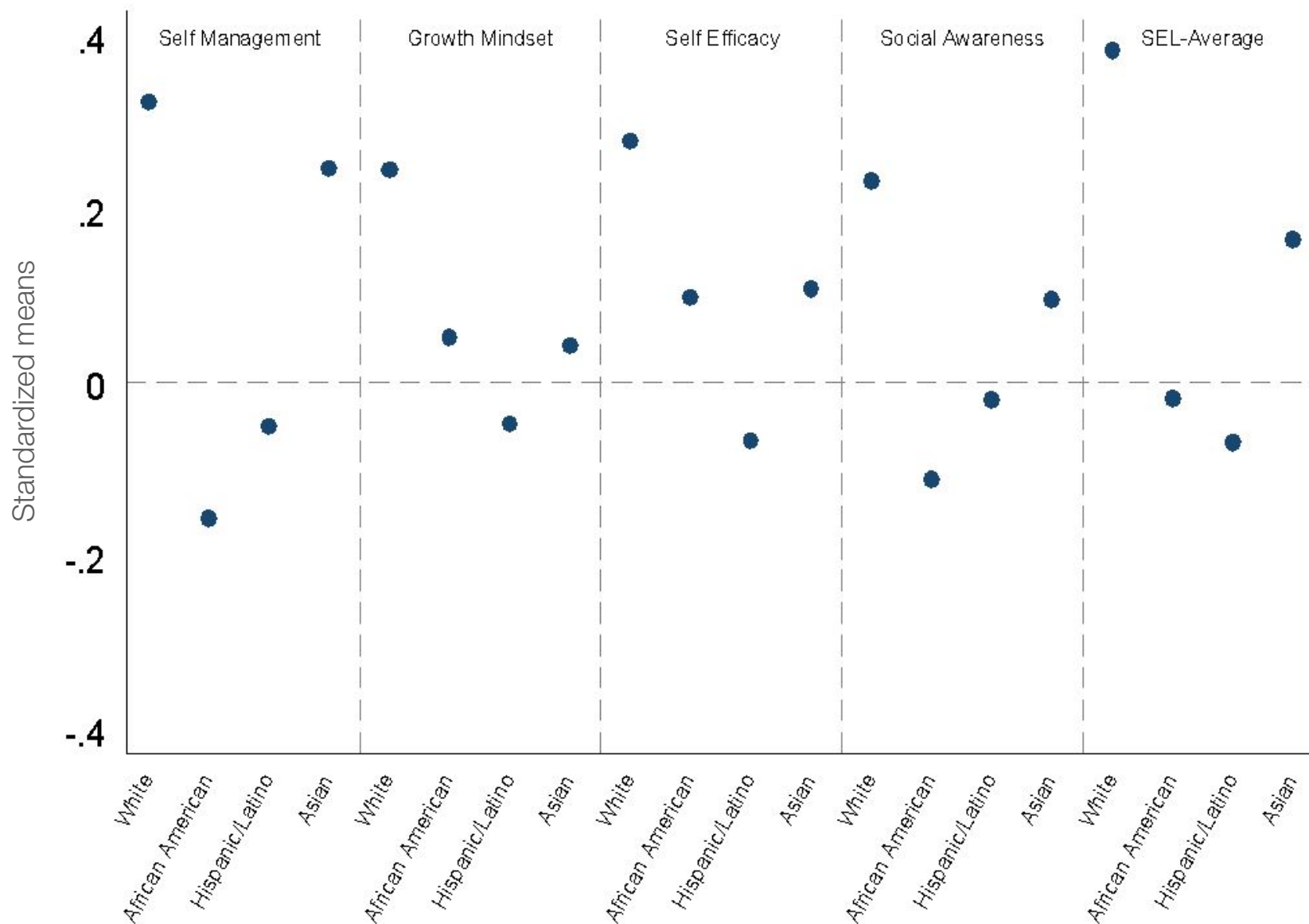
What SEL/CC measures reveal about school performance  
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## Association between SEL/CC Measures and Current Year Math Test Scores Controlling for Student Demographics, All Districts

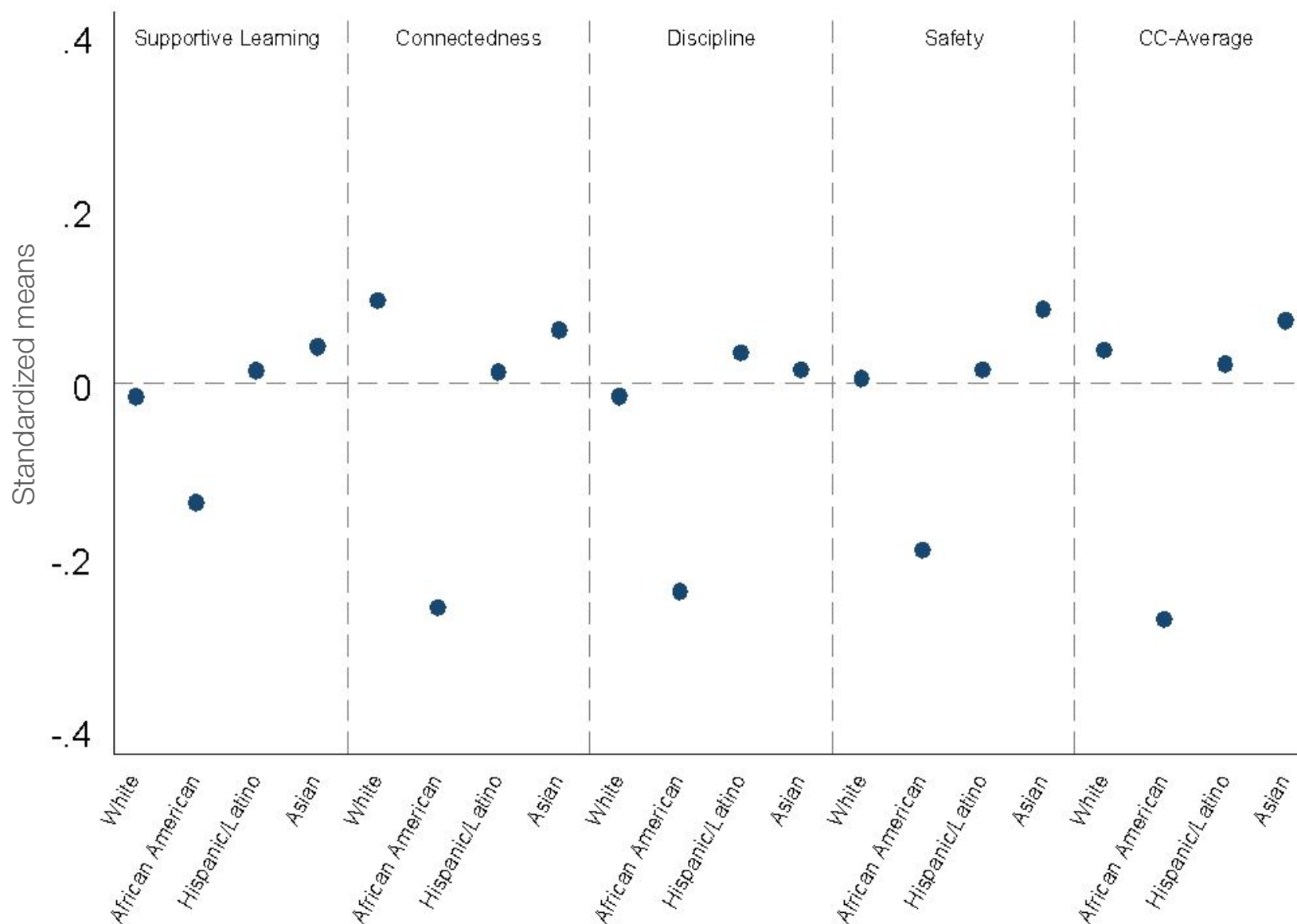




Average SEL Values, by Race, All Districts



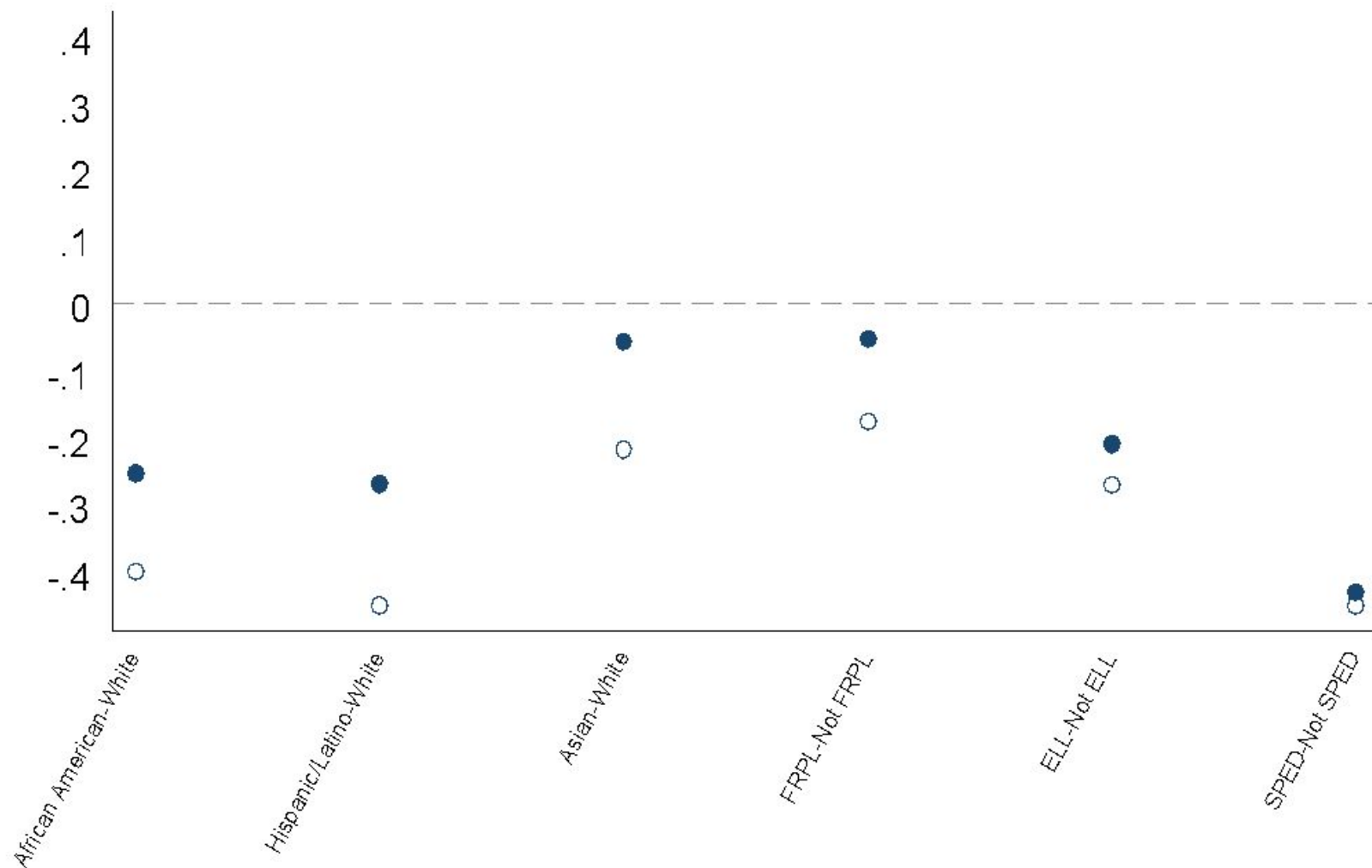
Average Culture/Climate Values, by Race, All Districts

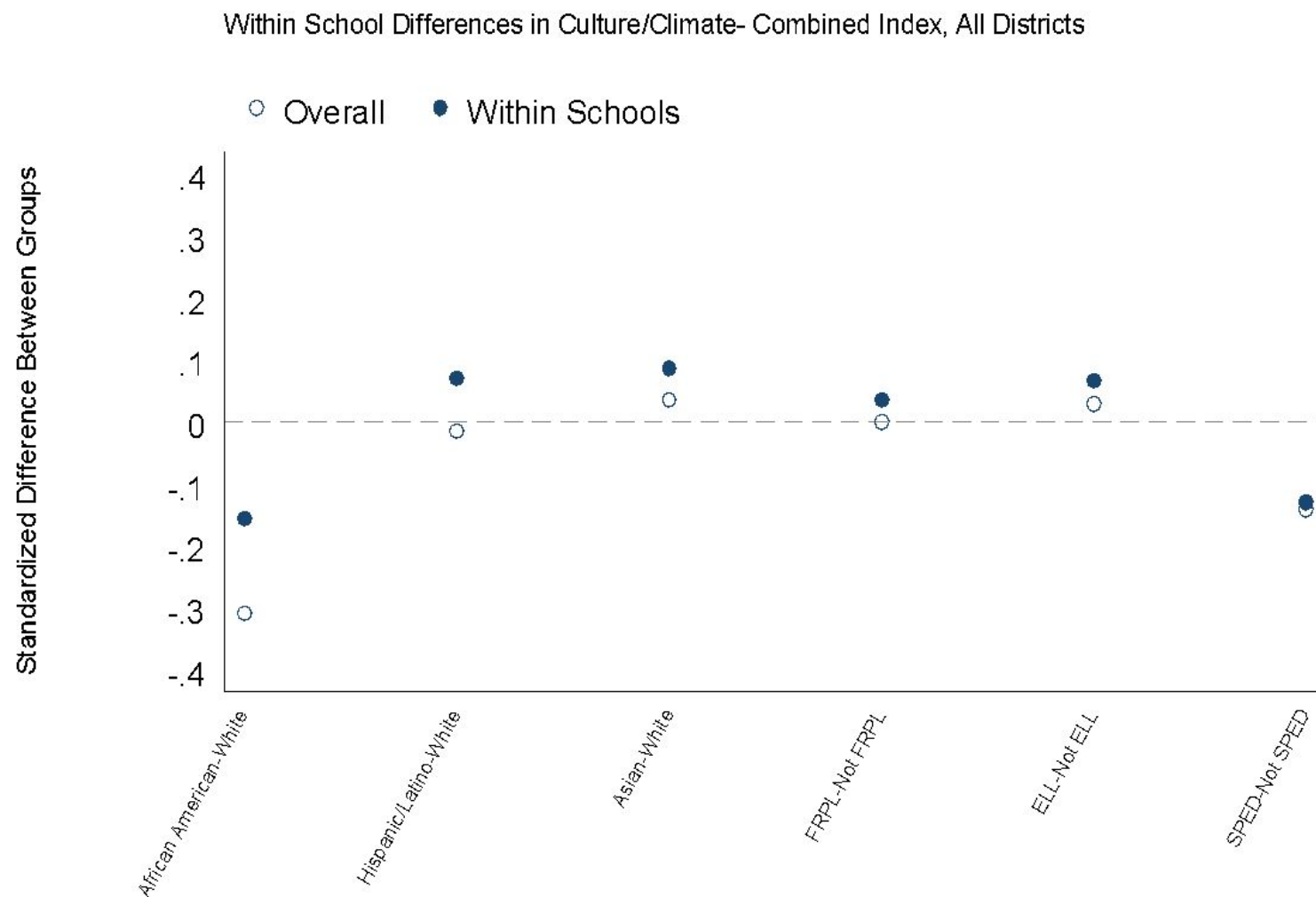


# Within School Differences in SEL- Combined Index, All Districts

Standardized Difference Between Groups

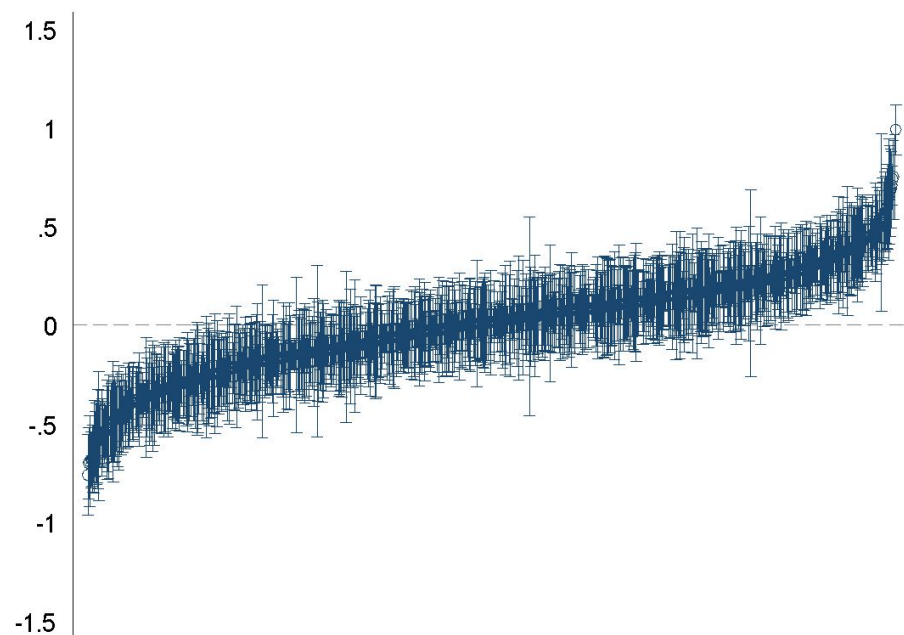
○ Overall    ● Within Schools



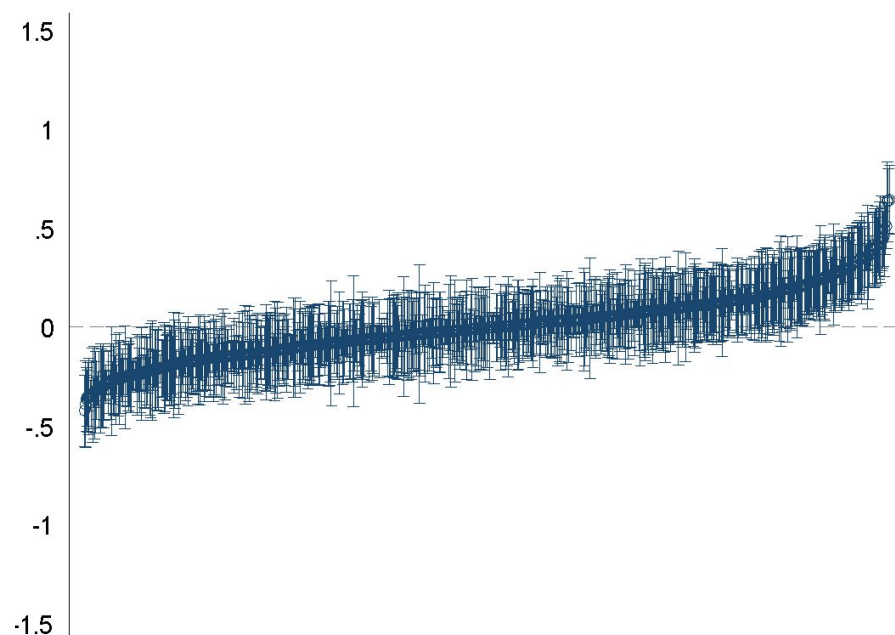




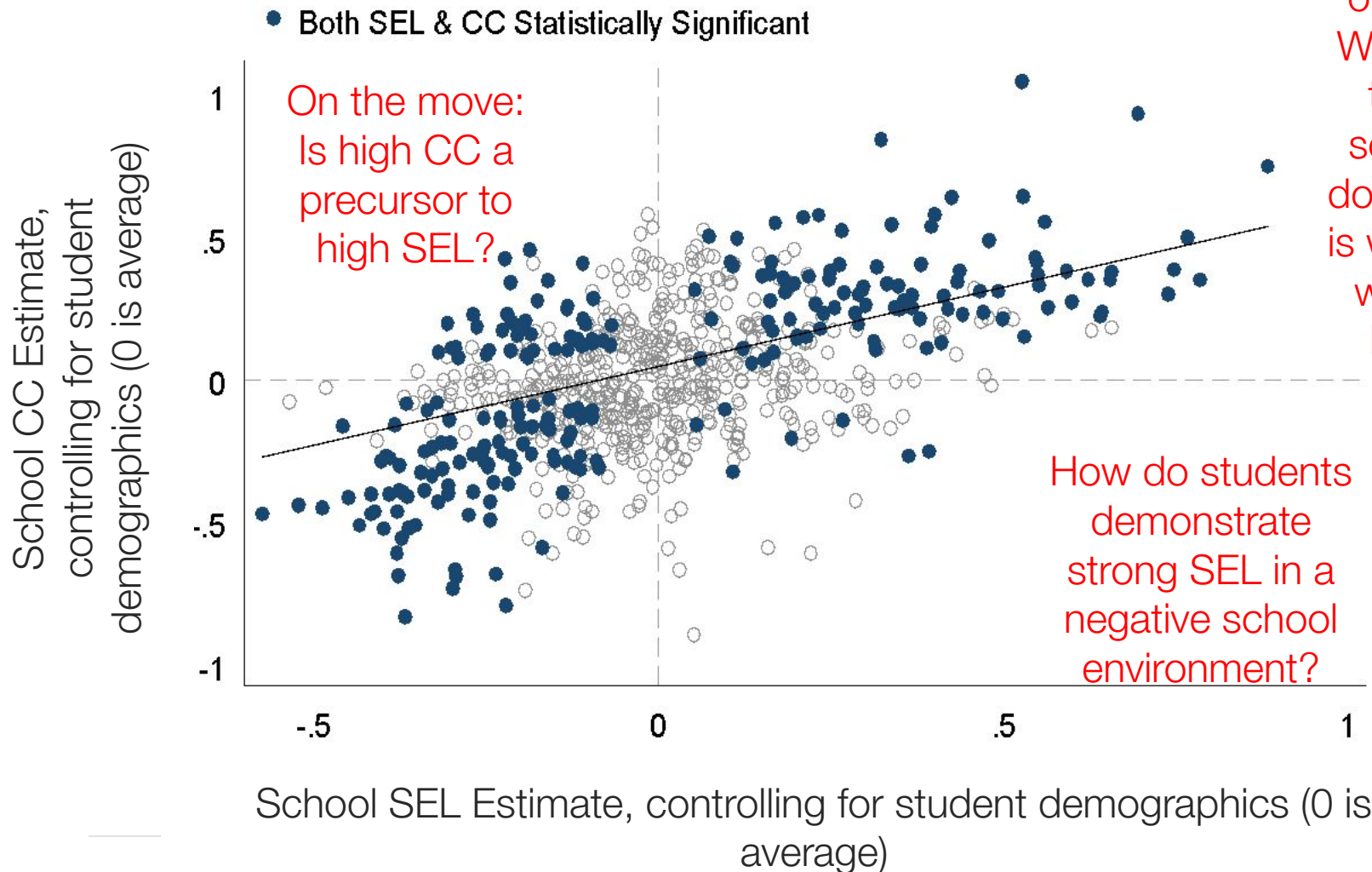
All Districts, All Students, School Controls  
School Means Centered on 0, CC Composite



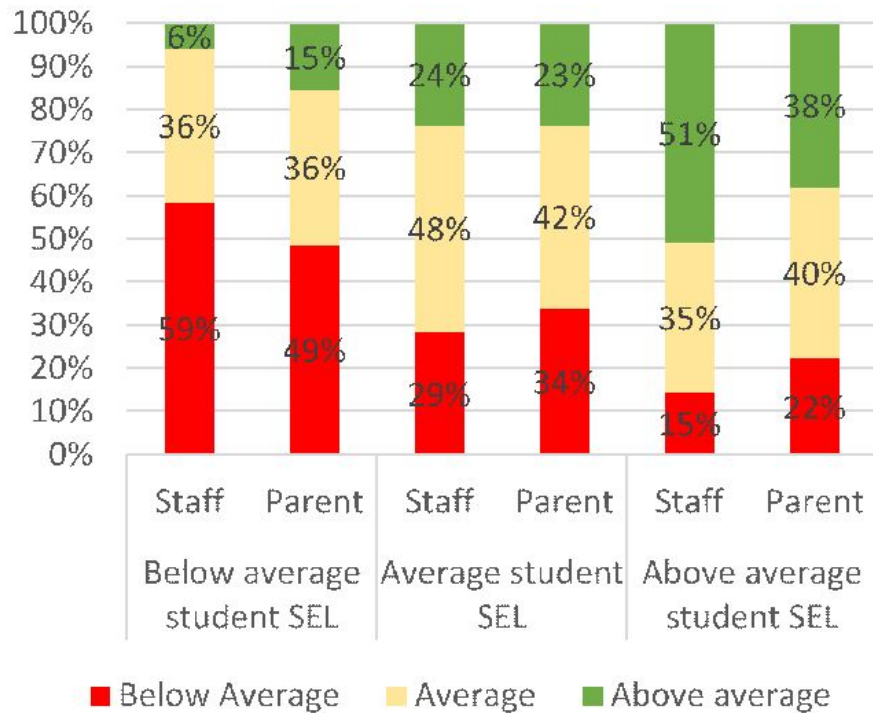
All Districts, All Students, School Controls  
School Means Centered on 0, SEL Composite



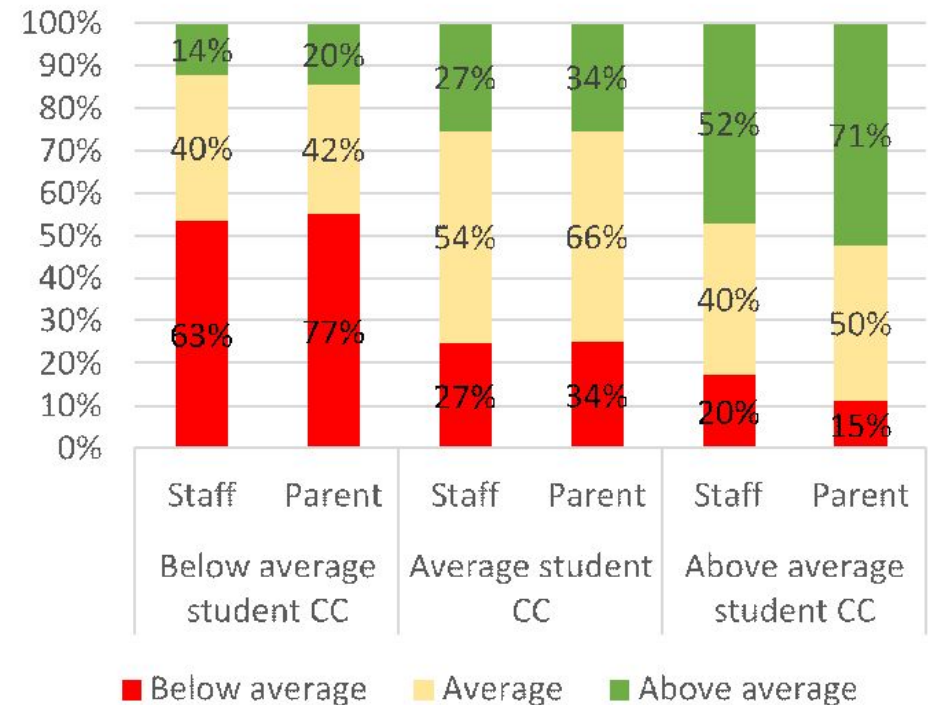
School SEL versus School CC, All School Levels Schools, EB Estimates, Centered on 0

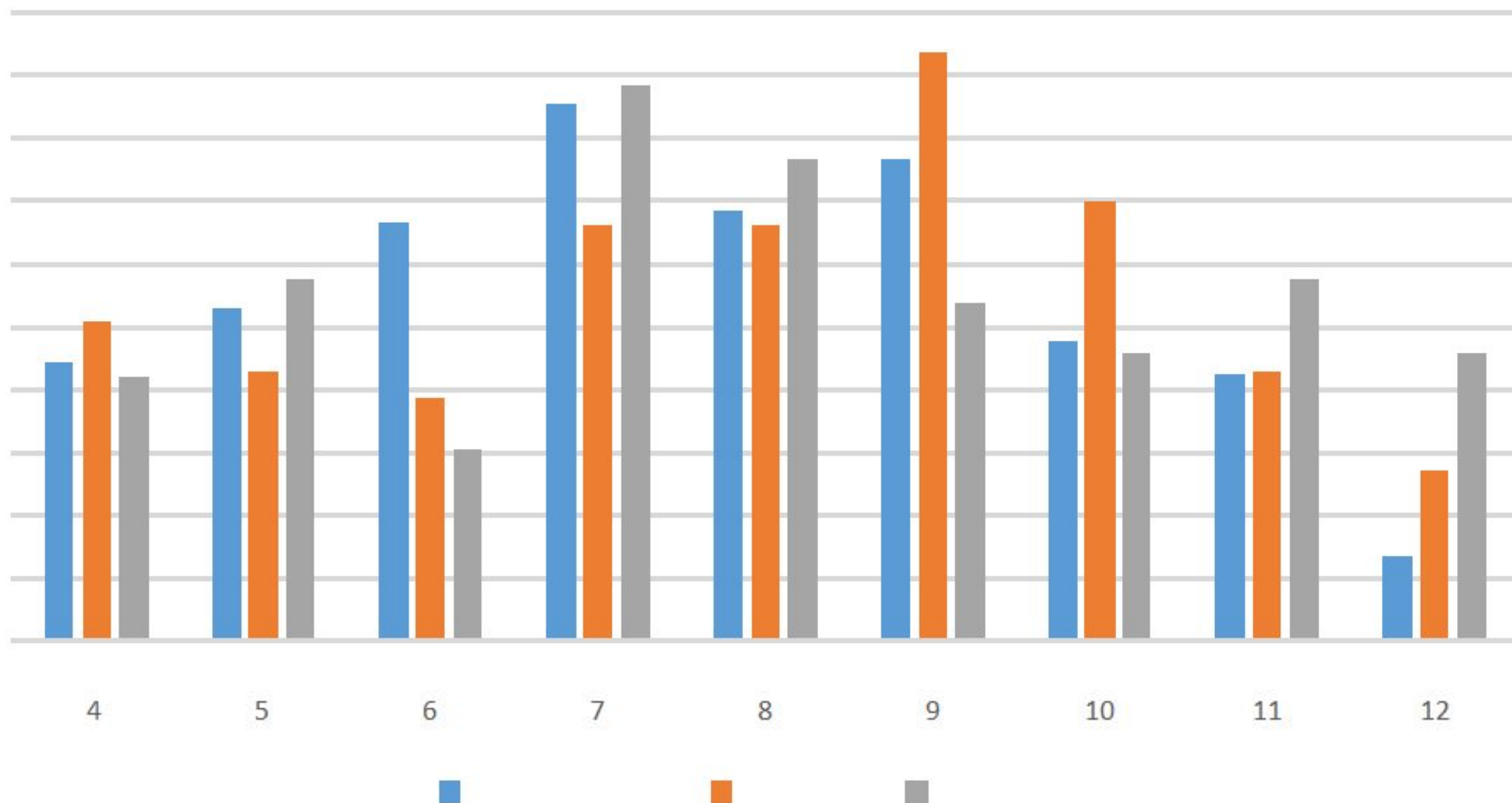


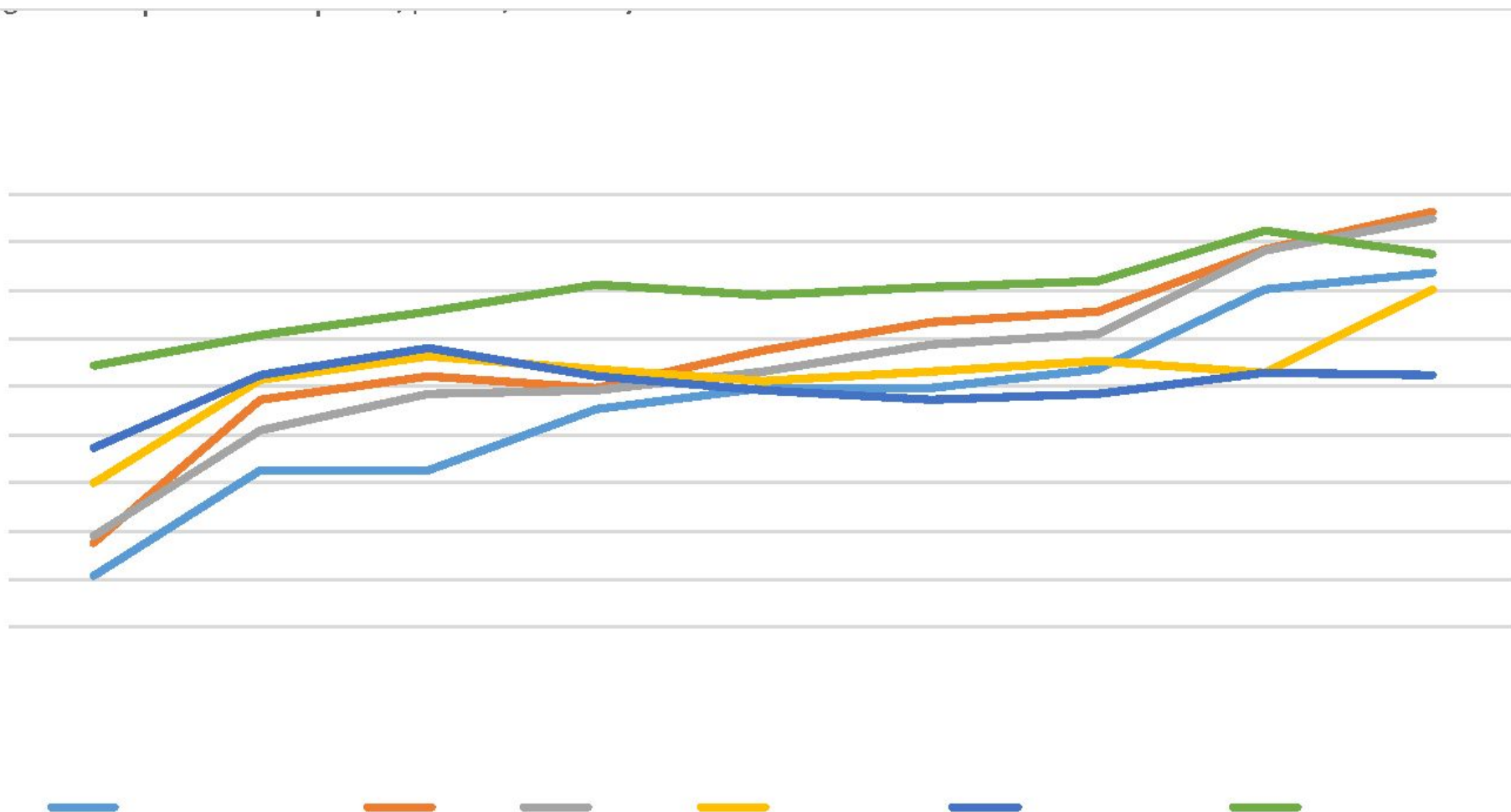
## SEL vs. Staff and Parent CC

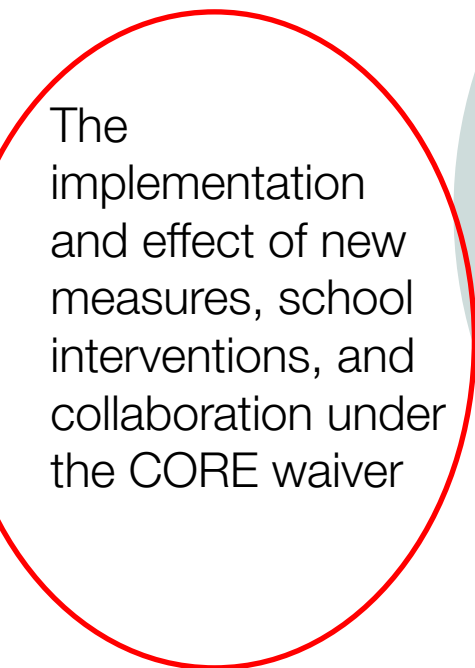


## Student CC vs. Parent/Staff CC









Quantitative analysis

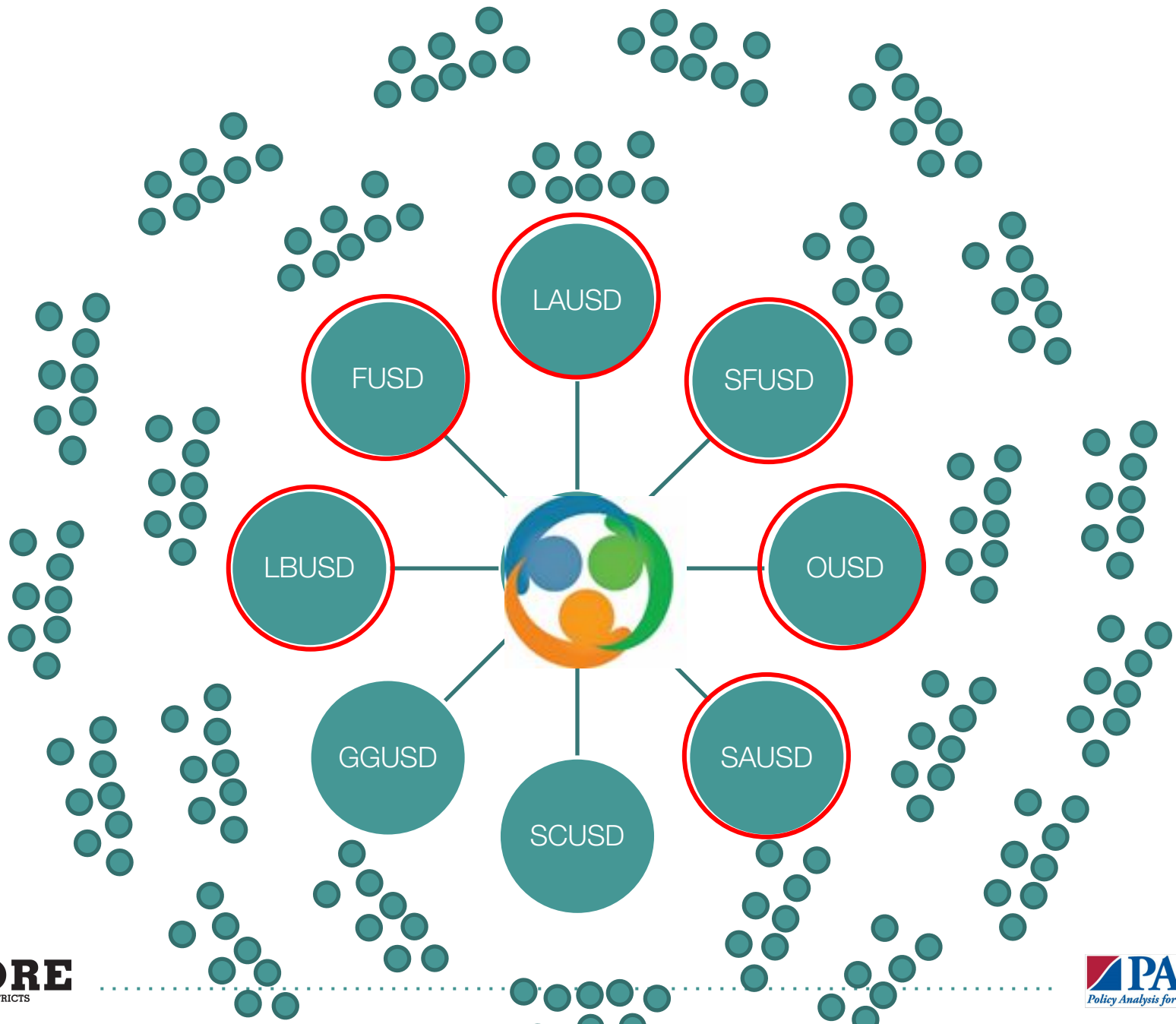
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# Integrating Multiple Measures

- Build buy-in across the system
- Focus on building capacity to understand and respond to data
- Develop a local culture around data use
- Be wary of unintended consequences



# Supporting struggling schools

- Support is favored over sanctions
- To maximize learning, consider the “fit” of collaborative partners
- Ensure consistent, high-quality facilitation
- Attend to structural challenges in schools that may undermine improvement efforts

# District-level collaboration to build capacity

- Focus on relationships
- Get the right people to the table
- Select meaningful, shared priorities for improvement work



Quantitative  
analysis

Qualitative  
analysis

- With 2 years of data, investigate growth in SEL/CC and school effect
- PACE researchers use CORE data to answer a wide range of questions to inform policy and practice

- Qualitative work in the SEL/CC schools that are “beating the odds”
- Developmental evaluation to support work of “CORE 3.0”

# For more information

<http://www.edpolicyinca.org/projects/core-pace-research-partnership>

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- Noah Bookman: [noah@coredistricts.org](mailto:noah@coredistricts.org)

