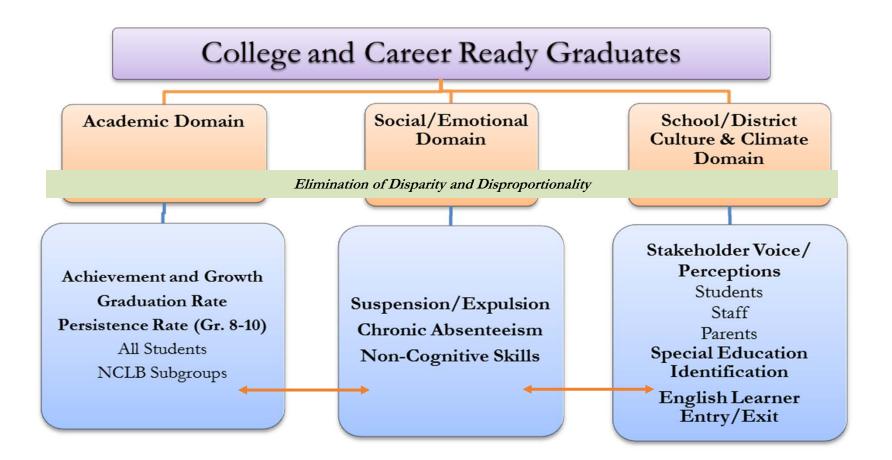
CORE ESEA Flexibility Waiver Request: The School Quality Improvement System

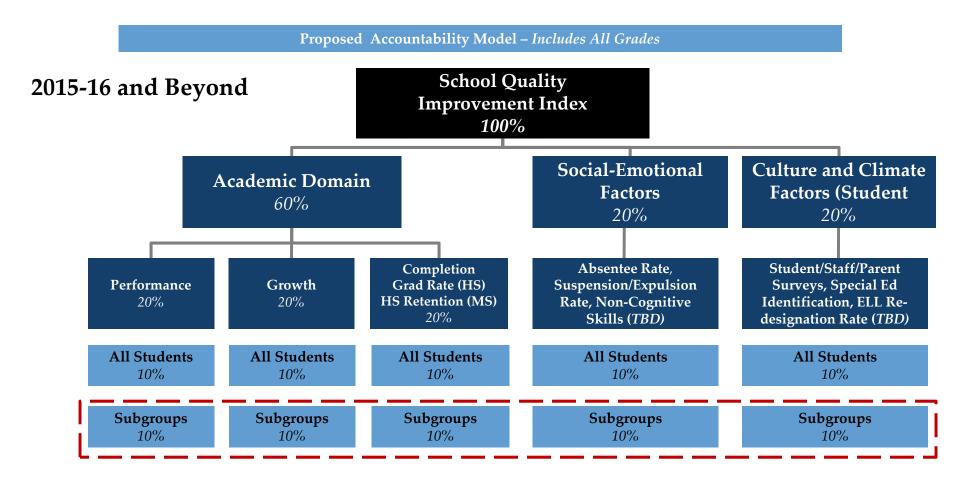


CORE's theory of change is based on eliminating disparity and disproportionality across academic, social/emotional, and culture/climate domains





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





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.



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

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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% |

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 |





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

School Quality Improvement Continuous Improvement Index Data Collection (categories of data) (categories of data) Non-Cognitive Skills Academic Domain **Implementation Indicators** Social/Emotional Domain Data at the student, classroom, school, and LEA level School/District Culture & Piloted Indicators for the School Climate Domain Quality Improvement Index (e.g., postsecondary attendance)



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

CORE Pyramid of School Interventions

Tier 3

Intensive Interventions

Priority Schools

Turnaround Principles)

- Ensure strong school leadership to lead turnaround
- Ensure delivery of effective instruction for all students by all teachers
- Redesign school time to ensure adequate instruction and collaboration time
- . Ensure a CCSS aligned instructional program to meet all students' needs
- Guarantee data driven collaboration
- Ensure healthy school environment promoting parent and community engagement

Tier 2

Targeted Interventions

- 1. Focus Schools
- 2. Schools that do not achieve School Quality Improvement Goals

- Coaching schools established based on areas of identification, need and strengths (see Schools of Distinction, Priority and Focus descriptions)
- Develop School Improvement Plan with coaching school, employing a method similar to School Quality Review (SQR)
- · Review effectiveness of principal
- · Redesign school schedules to ensure collaboration time
- Ensure effective instruction is delivered by all teachers for all students
- Ensure focused instruction and progress monitoring for EL, SwD, subgroups and students who are academically deficient
 - Ensure healthy school environments

Tier 1

Access and School Quality Improvement Support for All

All Schools within the Waiver

Access to all CORE facilitated:

- Networking
- Data sharing (Accountability & Continuous Improvement Data System)
- Professional development
- Planning and initiative development (CCSS transition and PD plan) development)
- Collaborative needs assessment activities (similar to SQR)

