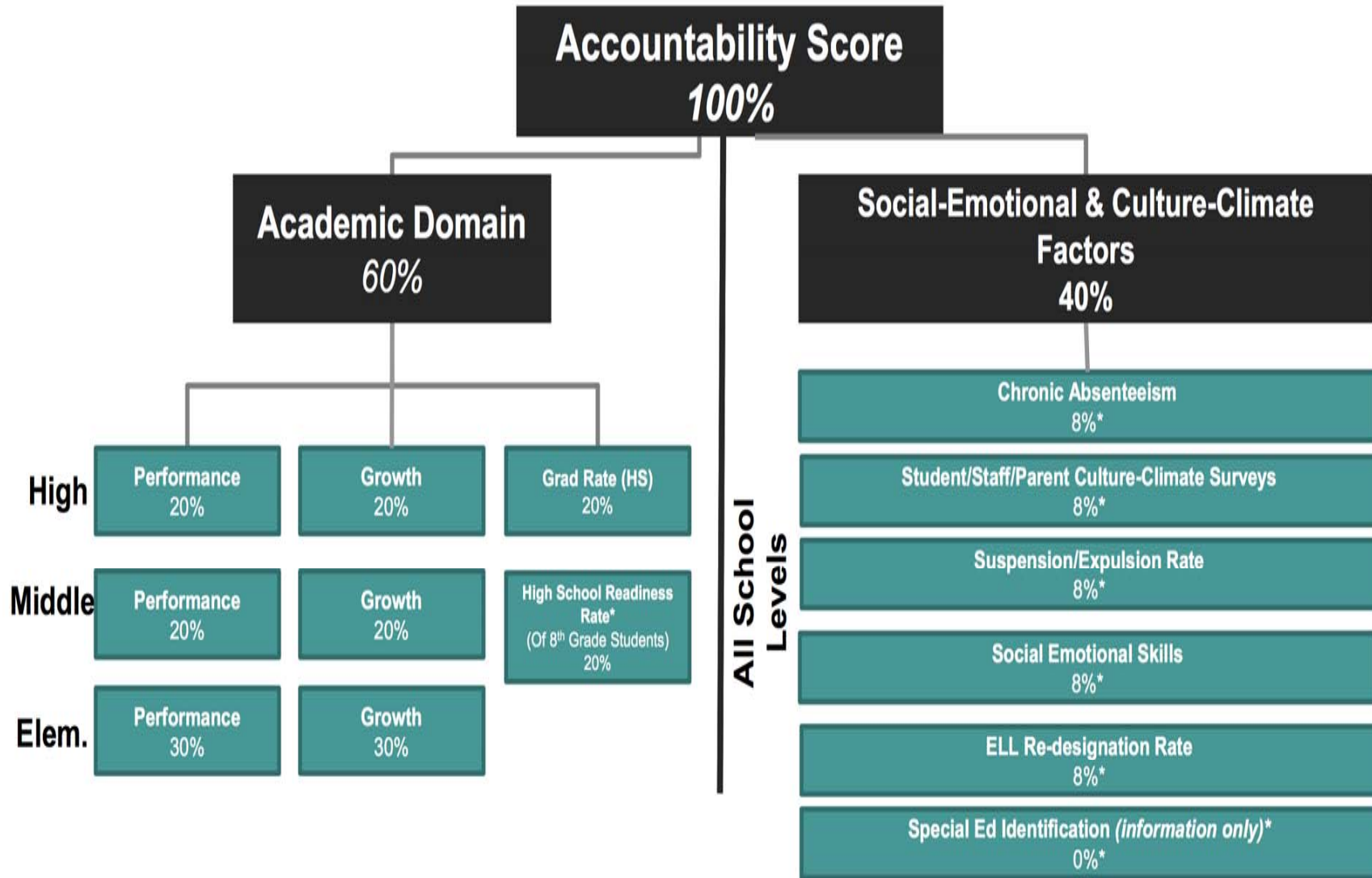


Understanding the new 2015- 16 CORE Index Report

Superintendent Parent Forum

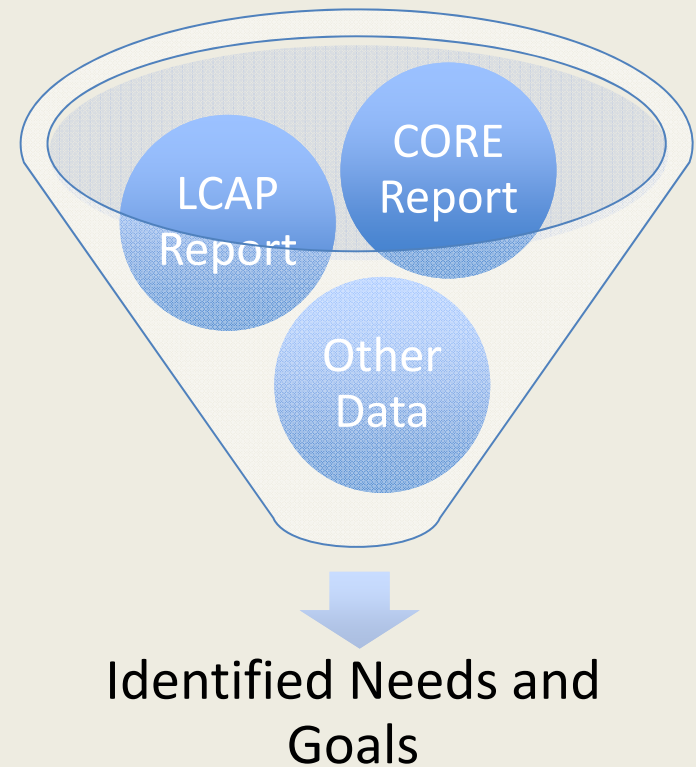
October 11, 2016

2015-16 Index




Use of the Core Index Report

- Celebrate progress
- Identify school-wide needs
- Identify subgroup gaps
- Establish school-wide and subgroup goals
- Guide budgetary decisions
- Monitor progress



Scores on the Index




- There are results and an index level for each measure
- The index level is a score between 1 and 10, with 10 being the highest level
- The index is color-coded to show performance
 - Scores of 8 to 10=Above Average
 - Scores of 4 to 7=Average
 - Scores of 1 to 3=Below Average

| Sample: | Metric Result 2015 | Metric Result 2016 | Change | Index Level 2016 | Index Change |
|----------|-------------------------------------|-------------------------------------|--------|------------------|---|
| SBAC ELA | 20% <small>Met Standards</small> | 32% <small>Met Standards</small> | +12% | 7/10 |  |

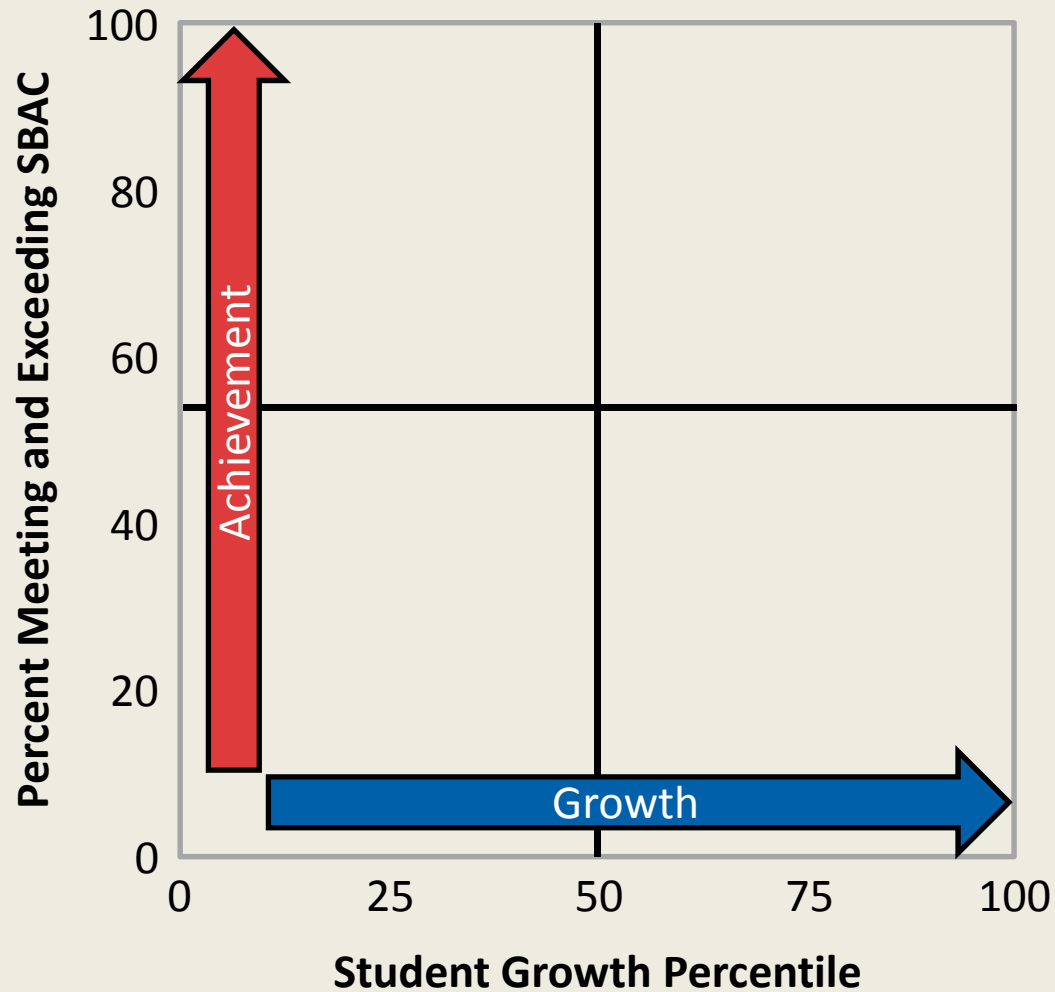
Academic Measures

- Smarter Balanced English Language Arts (SBAC ELA)
 - Achievement and Growth (ES, K-8 and MS)
- Smarter Balanced Math (SBAC Math)
 - Achievement and Growth (ES, K-8 and MS)
- HS Readiness (MS Only)
- Cohort Graduation Rate (HS Only)

Sample CORE Report: Academic Measures (Existing and *New*)

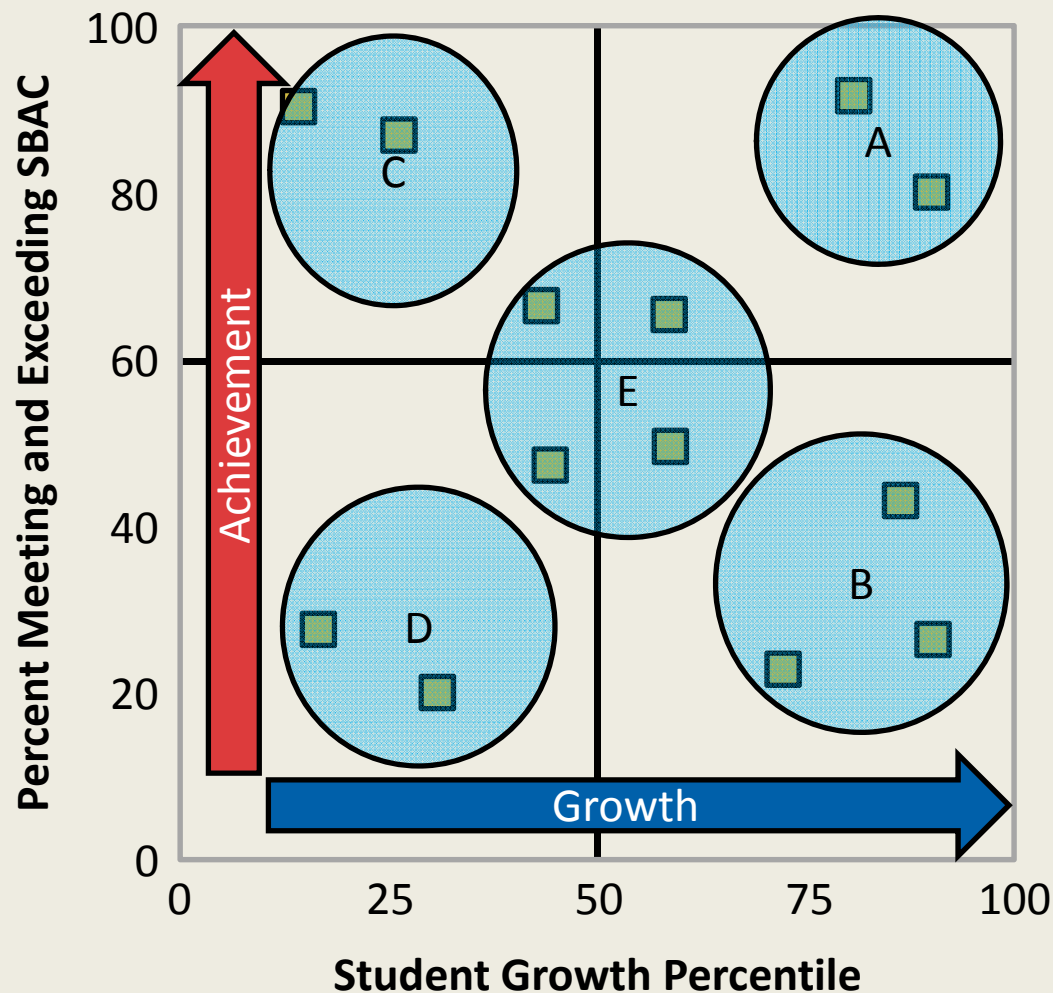
| | Metric Result 2015 | Metric Result 2016 | Change | Index Level 2016 | Index Change |
|-------------------------|--|--|--------|------------------|--|
| SBAC ELA | 20% <small>Met Standards</small> | 32% <small>Met Standards</small> | +12% | 7/10 |  3 |
| <i>SBAC ELA Growth</i> | | 73% | | 8/10 | |
| SBAC Math | 16% <small>Met Standards</small> | 18% <small>Met Standards</small> | +2% | 5/10 |  0 |
| <i>SBAC Math Growth</i> | | 29% | | 3/10 | |
| HS Readiness | 47% <small>Chronically Absent</small> | 51% <small>Chronically Absent</small> | +4% | 9/10 |  1 |

Achievement AND Growth



Scatter plots are a way to represent **Achievement** and **Growth** together

Examples



Schools in section A are high achieving with above average growth.

Schools in section B are low achieving with above average growth.

Schools in section C are high achieving with below average growth.

Schools in section D are low achieving with below average growth.

Schools in section E have average achievement and average growth.

How is Growth Calculated?

- The growth for the school is calculated based on the growth of each individual student.
- We look at 3 important pieces of information:
 1. Student scores over two years (2014-15 SBAC and 2015-16 SBAC)
 2. The demographics of each student (SES, EL, SPED)
 3. The demographics of each school (SES, EL, SPED)

Meet David, a low-SES, English Learner
in a middle-to-high SES school.



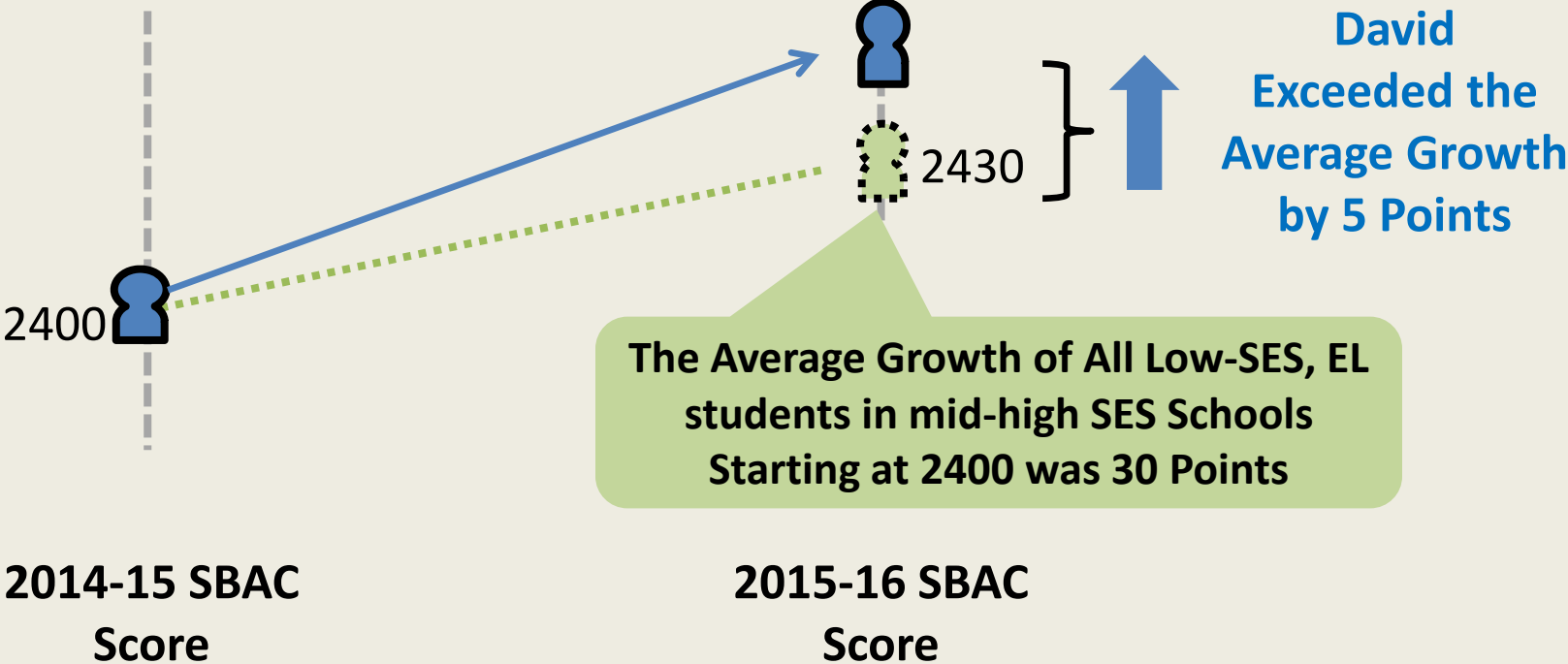
Hi! I'm David! I
scored a 2400 in
ELA last year!

Growth based on Prior Achievement

David had above average growth this year!

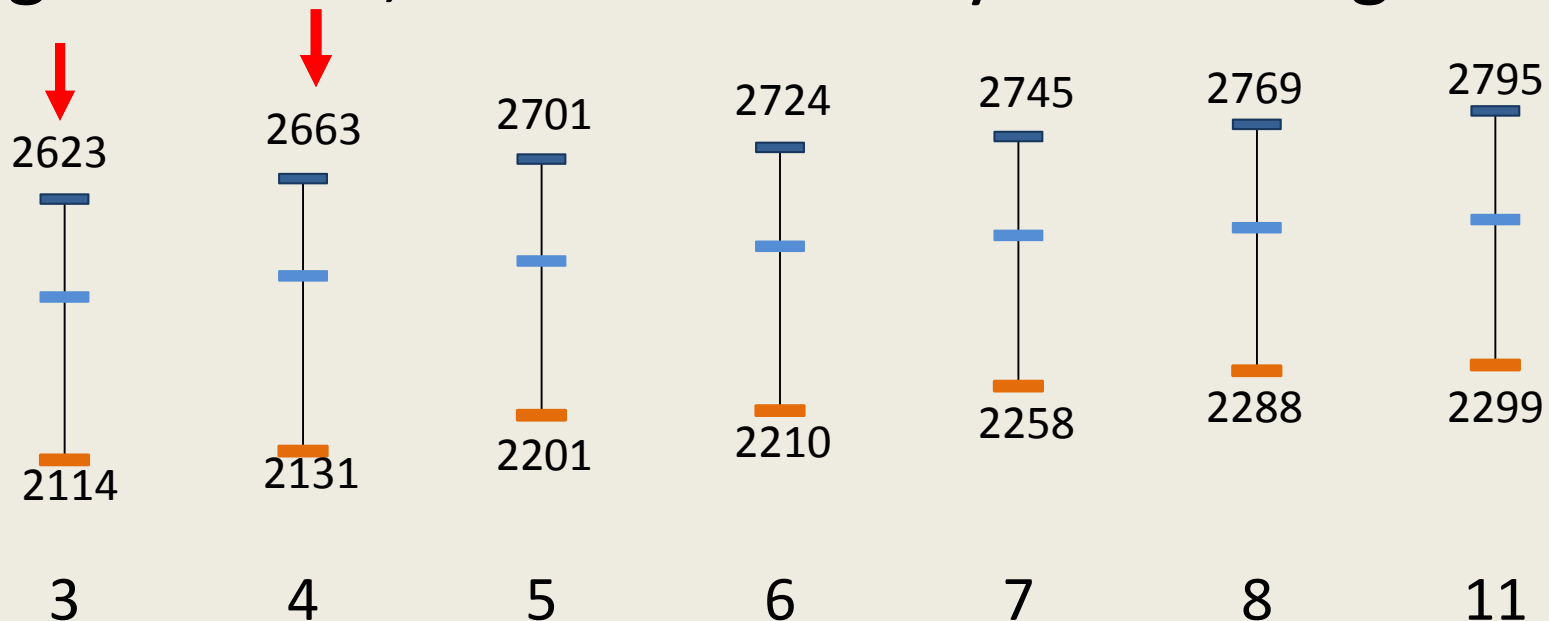
Example:

David scored a 2435 this year.



How will students at the top show growth?

- SBAC is vertically scaled, meaning it is designed with growth in mind.
- The highest score increases with each new grade level, so there is always room to grow.



How to Use the Growth Measure




- Celebrate high growth in ELA and/or Math
- Reflect upon low growth
 - Consider the level of expectations
 - Consider the level of rigor
 - Consider how we are monitoring progress and adjusting to data
- Identify similar schools with higher growth to examine school-wide culture and practices

Culture-Climate Measures

- Chronic Absenteeism
- Suspension/Expulsion Rate
- English Learner (EL) Re-designation Rate (5 Yr+ English Learners Only)
- Culture-Climate Survey—3 Stakeholder Groups
- Social-Emotional Survey—4 Areas of SEL

Sample CORE Report

Existing Culture-Climate Measures

| | Metric Result 2015 | Metric Result 2016 | Change | Index Level 2016 | Index Change |
|--------------------------|--|--|--------|------------------|--|
| Chronic Absenteeism Rate | 17% <small>Chronically Absent</small> | 20% <small>Chronically Absent</small> | +3% | 2/10 |  1 |
| Suspension Rate | 2.1% <small>Suspended</small> | 1.1% <small>Suspended</small> | -1% | 9/10 |  1 |
| EL Re-designation | 50% <small>Re-designated</small> | 64% <small>Re-designated</small> | +14% | 7/10 |  2 |

Sample CORE Report

NEW Culture-Climate Measures

| | Metric Result 2015 | Metric Result 2016 | Change | Index Level 2016 | Index Change |
|---------------------------------|-----------------------------------|-----------------------------------|--------|------------------|--------------|
| Culture-Climate Survey: Family | | 91% <small>% Favorable</small> | | 4/10 | |
| Culture-Climate Survey: Staff | 91% <small>% Favorable</small> | 90% <small>% Favorable</small> | -1% | 8/10 | →0 |
| Culture-Climate Survey: Student | 76% <small>% Favorable</small> | 73% <small>% Favorable</small> | -3% | 2/10 | ↓1 |
| SEL: Growth Mindset | 69% <small>% Positive</small> | 65% <small>% Positive</small> | -4% | 7/10 | ↓1 |
| SEL: Self-Efficacy | 78% <small>% Positive</small> | 76% <small>% Positive</small> | -2% | 10/10 | →0 |
| SEL: Self-Management | 74% <small>% Positive</small> | 79% <small>% Positive</small> | +5% | 9/10 | ↑2 |
| SEL: Social Awareness | 69% <small>% Positive</small> | 71% <small>% Positive</small> | +2% | 6/10 | ↑1 |

Understanding the Culture-Climate Survey Measure

Parent, Staff and Student Culture-Climate Items address:

- **Climate of Academic Support**
“This school is a supportive and inviting place to learn.”
- **Knowledge and Fairness of Rules**
“Adults at this school treat all students with respect”
- **Safety**
“I feel safe in my school”
- **Sense of Belonging**
“I am happy to be at this school.”

Understanding the Social Emotional Learning (SEL) Survey Measures

Student Social Emotional Learning Items include:

- **Growth Mindset**

“My intelligence is something that I can’t change very much.”

- **Self Efficacy**

“I can earn an A in my classes”

- **Self-Management**

“During the past 30 days, I came to class prepared.”

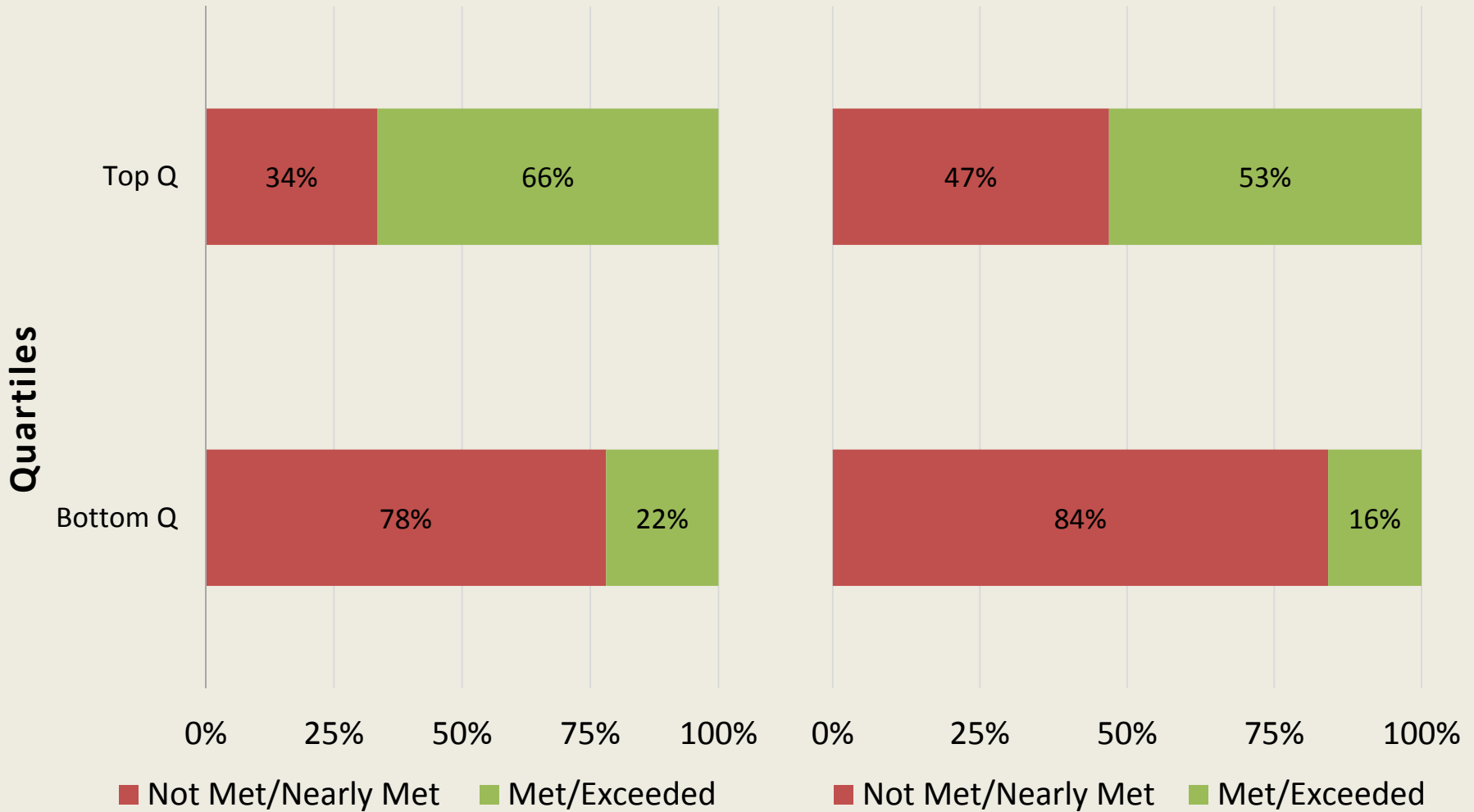
- **Social Awareness**

“How well did you get along with students who are different from you?”

Elementary Self Management – SBAC Achievement Levels

ELA

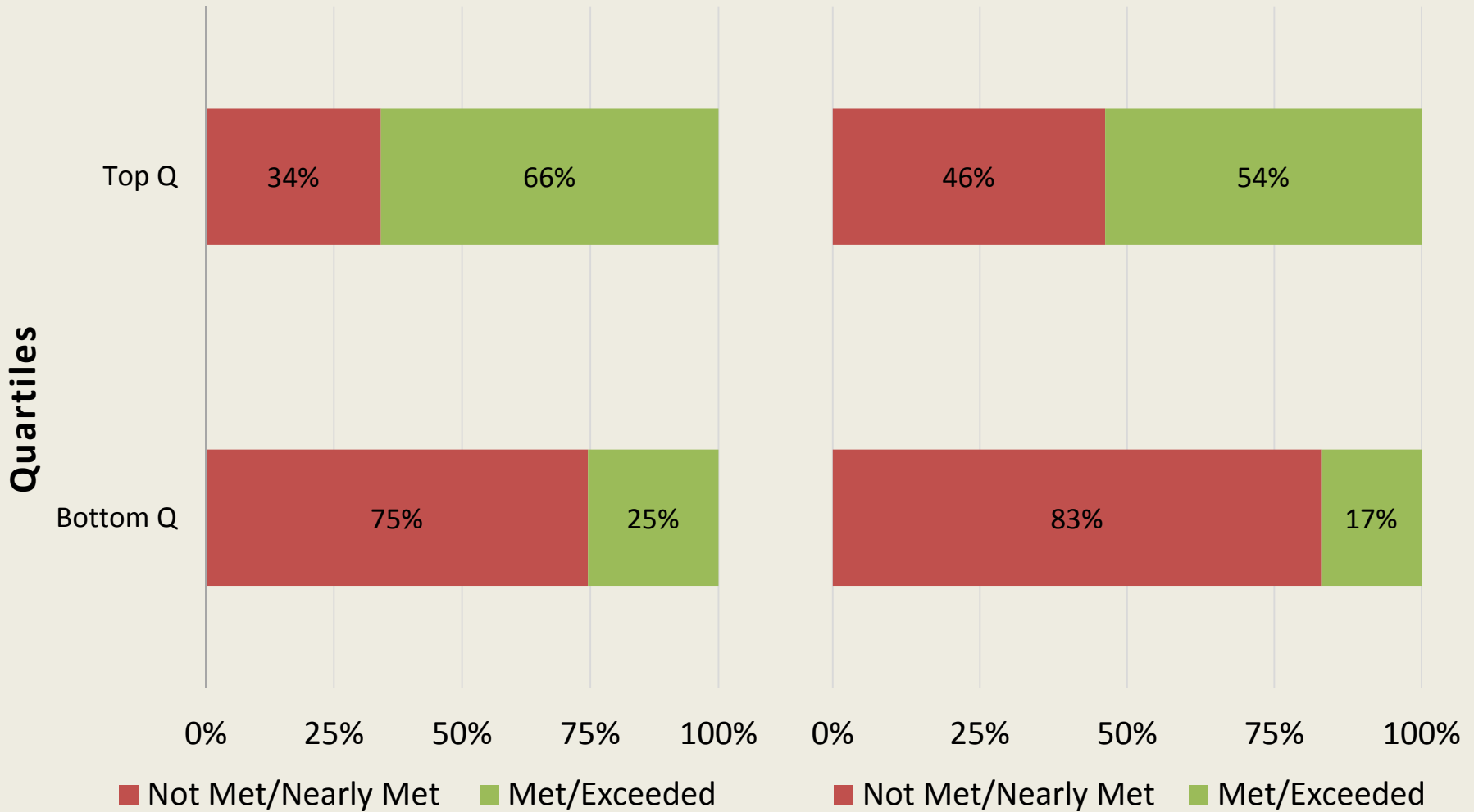
Math



Secondary Self Management – SBAC Achievement Levels

ELA

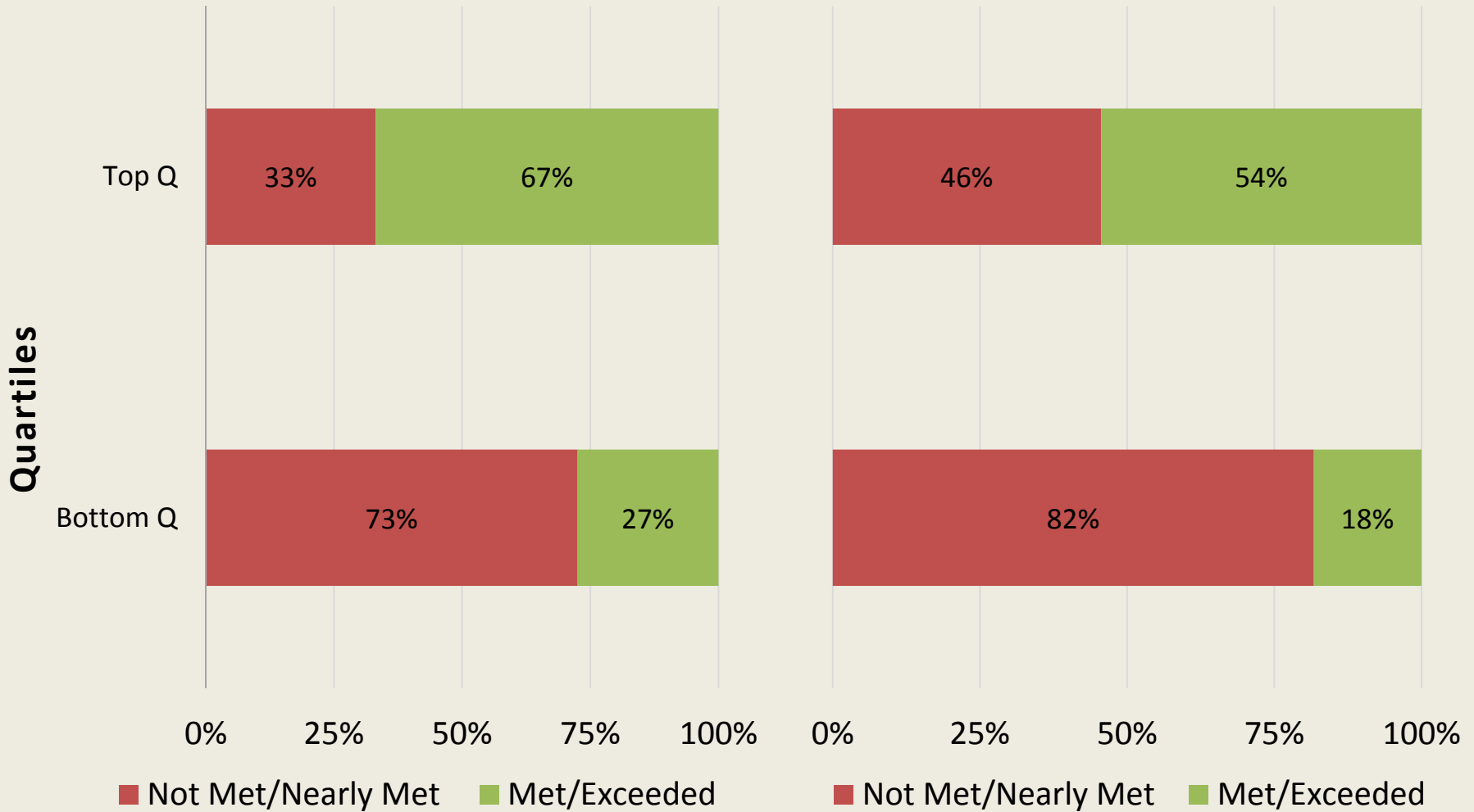
Math



Elementary Growth Mindset – SBAC Achievement Levels

ELA

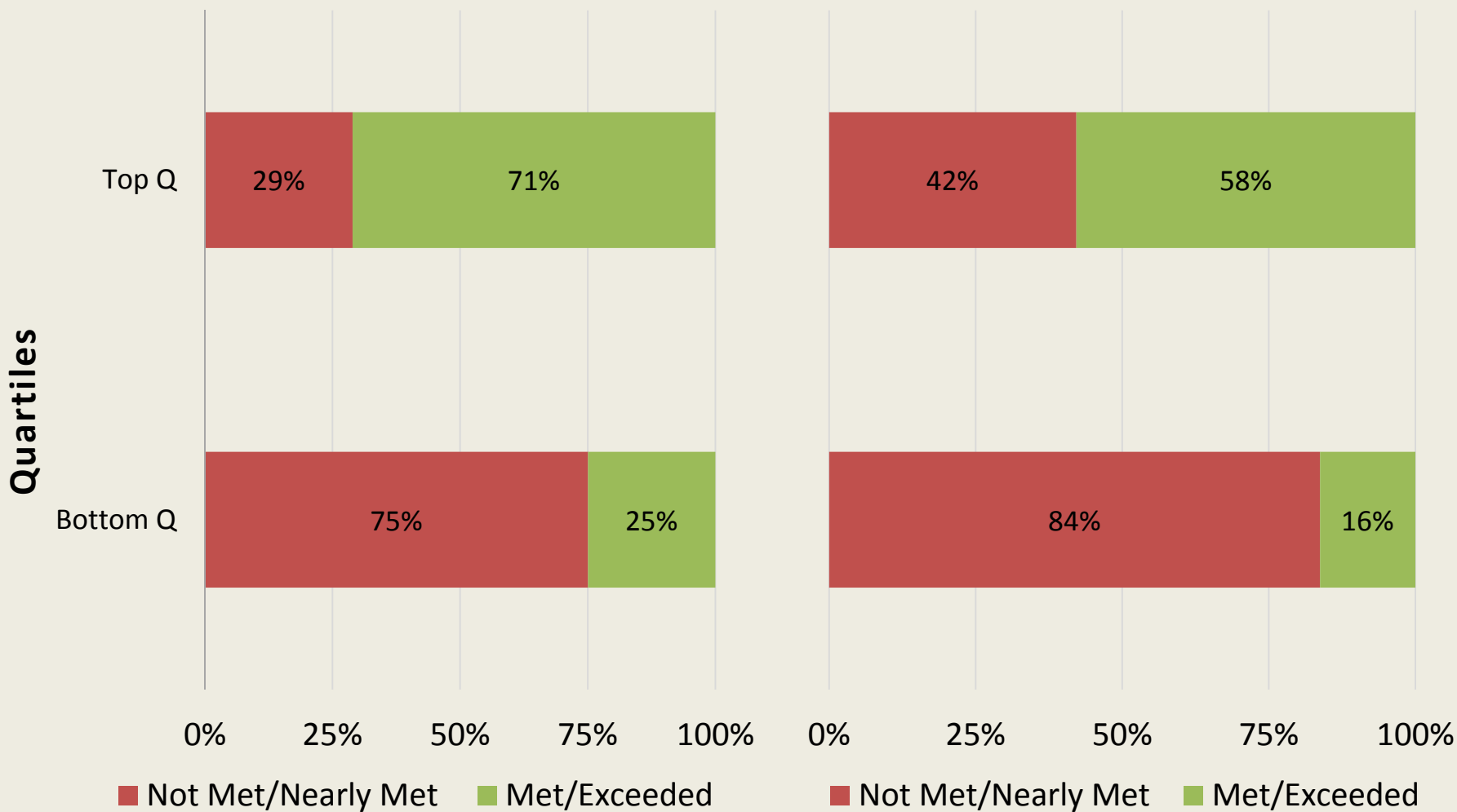
Math



Secondary Growth Mindset – SBAC Achievement Levels

ELA

Math



Additional Questions to Consider for Data Analysis

1. What does the subgroup data look like?
2. What does the grade-level data look like?
3. How many students need assistance?
4. What additional data do we need?
5. What existing resources do we have?

Monitoring Progress

- Look at the data throughout the year, not just at the start of the year
- Determine which data helps your team monitor the school goals
- Invite budgeted staff to share progress updates

How to Access Your School CORE and LCAP Report

The image shows a screenshot of the Long Beach Unified School District website. At the top left, the logo for Long Beach Unified School District is displayed. Below the logo is a navigation menu with the following items: **A-Z INDEX** (highlighted with a red circle), ABOUT, OFFICES, SCHOOLS, STUDENTS, PARENTS, and EMPLOYEES. A search icon is located to the right of the menu. Below the navigation menu is a grid of buttons for each letter of the alphabet (A through Z) and an 'ALL' button. Below the grid is a banner for the College Promise program. The banner features three people: a woman on the left, a young boy in the center holding a certificate, and a man on the right. The text on the banner reads 'THE LONG BEACH COLLEGE PROMISE' and 'Significant Gains for College Promise'.

For More Information on CORE and the CORE Index

- <http://www.lbschools.net/Departments/Research/Data/core.cfm>
- <http://coredistricts.org/core-index/>