



CORE

CALIFORNIA OFFICE TO REFORM EDUCATION

The School Quality Improvement Index – How it is Designed to Work

The School Quality Improvement System is a holistic approach to school improvement rooted in the moral imperative that the school community has a collective responsibility to prepare all students for college and careers. The School Quality Improvement System calls for a reorientation of school districts' work, with districts assuming unprecedented accountability to eliminate disparity and disproportionality in all subjects and across the academic factors, and social-emotional/culture-climate factors.

Student groups – Making all youth visible to end disproportionality

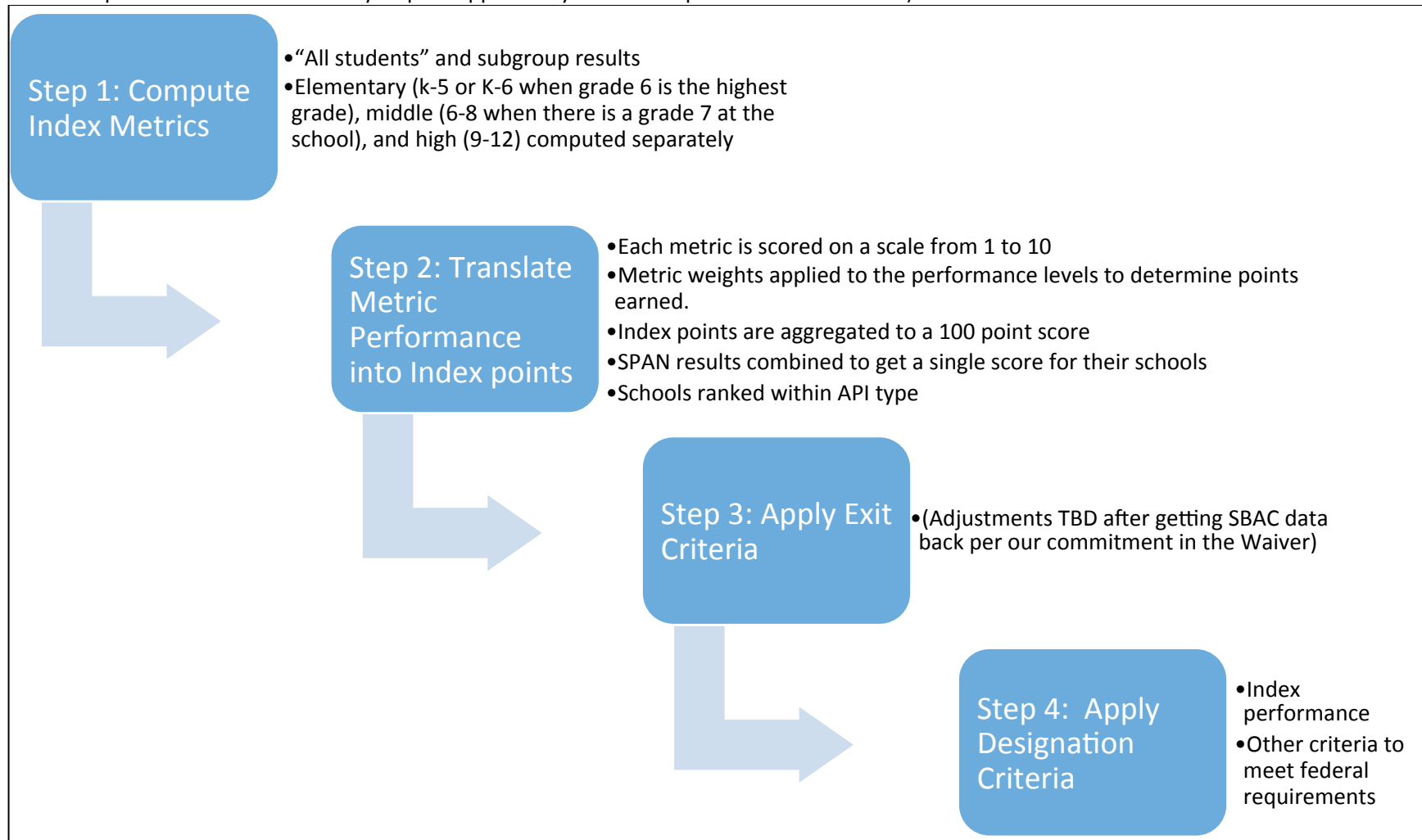
In order to eliminate disparity and disproportionality, the CORE districts made a commitment to examine the performance of subgroups on even footing with the “all students” group. Most metrics involve an “all students” result and a subgroups result. The two results are meant to be equally weighted. For instance, if a metric has an overall weight of 20%, the result for the “all students” group is to be weighted 10% and the results for the subgroups result are to be weighted 10%. What’s more, the CORE districts have substantially reduced the number of students required in particular subgroup in order for that group to be included in reported results from 100 to 20. This means that many more youth will be visible in the School Quality Improvement Index that were previously part of the school accountability.

In the addition to the “all students group,” we will examine performance of the following subgroups for the most of the measures in the Index:

- **Racial/Ethnic Subgroups:** African Americans, American Indian/Alaska Natives, Asians, Hispanic/Latinos, Filipinos, Pacific Islanders, Whites, and students reporting as Two or More Races.
- **Students with Disabilities**
- **Socioeconomically Disadvantaged Students:** All students who are either participate in the free or reduced priced lunch program or whose parents who have not received a high school diploma (consistent with California Department of Education accountability reporting).
- **English Learners:** All current English Learners and Reclassified Fluent English Proficient students who have not been proficient or above on the CST/CMA (or future California standardized test) in English Language Arts) at least three times since reclassifying (consistent with CDE accountability reporting).

Translating metric performance into Index points

Below are the proposed steps for translating metric performance into Index points, which then lead to school interventions and supports. (All of the descriptions below will ultimately require approval by the U.S. Department of Education).





After metrics are computed, they are then analyzed against a set of performance thresholds. Below, for instance, are the thresholds being used for an information only version of the Index being produced with 2013 data. We will develop performance thresholds for the other measures in the Index.

Performance Thresholds for the Summer 2014 Index																					
	Level 1		Level 2		Level 3		Level 4		Level 5		Level 6		Level 7		Level 8		Level 9		Level 10		
Metric	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	
ES Math	0	43	44	47	48	51	52	55	56	59	60	63	64	67	68	70	71	74	75	100	
ES ELA	0	32	33	36	37	39	40	43	44	46	47	51	52	55	56	60	61	64	65	100	
MS Math	0	29	30	35	36	40	41	46	47	51	52	55	56	60	61	64	65	68	69	100	
MS ELA	0	30	31	33	34	37	38	40	41	43	44	48	49	53	54	58	59	63	64	100	
HS Math	0	25	26	30	31	35	36	39	40	44	45	50	51	55	56	61	62	66	67	100	
HS ELA	0	24	25	29	30	33	34	38	39	42	43	49	50	55	56	62	63	68	69	100	
HS 4yr Grad	0	59	60	64	65	70	71	75	76	80	81	84	85	87	88	91	92	94	95	100	



Performance is then analyzed for the “all students” group and each of the subgroups.

School Name	District Name	School Level	Metric	SY13 Index Tot	ALL STUDENTS				RACE/ETHNICITY				STU W / DISABILITIES				SOC/DISADV				ENGLISH LEARNERS				
					SY13 Result	Index Level	Weight	Index Points	Lowest Perf. Grp	SY13 Result	Index Level	Weight	Index Points	SY13 Result	Index Level	Weight	Index Points	SY13 Result	Index Level	Weight	Index Points	SY13 Result	Index Level	Weight	Index Points
Sample Elementary	Sample Unified	ES	ES ELA	25.00	49	6	25.00%	15.00	aa	36	2	6.25%	1.25	36	2	6.25%	1.25	49	6	6.25%	3.75	49	6	6.25%	3.75
Sample Elementary	Sample Unified	ES	ES Math	38.75	72	9	25.00%	22.50	aa	43	1	6.25%	0.63	61	6	6.25%	3.75	72	9	6.25%	5.63	77	10	6.25%	6.25
Sample Elementary	Sample Unified	ES	Overall Index Totals	63.75																					

Each student grouping is analyzed against the performance thresholds for each metric in order to identify Index Levels.

School Name	District Name	School Level	Metric	SY13 Index Tot	ALL STUDENTS				RACE/ETHNICITY				STU W / DISABILITIES				SOC/DISADV				ENGLISH LEARNERS				
					SY13 Result	Index Level	Weight	Index Points	Lowest Perf. Grp	SY13 Result	Index Level	Weight	Index Points	SY13 Result	Index Level	Weight	Index Points	SY13 Result	Index Level	Weight	Index Points	SY13 Result	Index Level	Weight	Index Points
Sample Elementary	Sample Unified	ES	ES ELA	25.00	49	6	25.00%	15.00	aa	36	2	6.25%	1.25	36	2	6.25%	1.25	49	6	6.25%	3.75	49	6	6.25%	3.75
Sample Elementary	Sample Unified	ES	ES Math	38.75	72	9	25.00%	22.50	aa	43	1	6.25%	0.63	61	6	6.25%	3.75	72	9	6.25%	5.63	77	10	6.25%	6.25
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For the racial/ethnic subgroup category, the lowest performing racial/ethnic subgroup is identified for inclusion in the Index for each metric. Performance of all racial/ethnic subgroups will also be displayed.



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Metric	INDEX TOTAL	ALL STUDENTS				ENGLISH LEARNERS				SOC/DISADV				STU W/ DISABILITIES				RACE/ETHNICITY				
		Result	Index Level	Weight	Index Points	Result	Index Level	Weight	Index Points	Result	Index Level	Weight	Index Points	Result	Index Level	Weight	Index Points	Low Race/Eth	Result	Index Level	Weight	Index Points
ELA- % Proficient	10.0	35%	2	25.0%	5.0	42%	4	6.3%	2.5	34%	2	6.3%	1.3	24%	1	6.3%	0.63	AA	31%	1	6.3%	0.63
MATH- % Proficient	5.6	37%	1	25.0%	2.5	45%	2	6.3%	1.3	37%	1	6.3%	0.6	33%	1	6.3%	0.63	AA	32%	1	6.3%	0.63
OVERALL	15.6				7.5				3.8				1.9				1.25					1.25

Racial/Ethnic Subgroups (truncated)

Metric	AFRICAN AMERICAN				ASIAN				FILIPINO				HISPANIC/LATINO			
	Result	Index Level	Weight	Index Points	Result	Index Level	Weight	Index Points	Result	Index Level	Weight	Index Points	Result	Index Level	Weight	Index Points
ELA- % Proficient	31%	1	6.3%	0.63	40%	4	0.0%	0.00					34%	2	0.0%	0.00
MATH- % Proficient	32%	1	6.3%	0.63	67%	7	0.0%	0.00					40%	1	0.0%	0.00

For most metrics, half the weight is for the all students group and the other half is evenly allocated across each subgroup category. In the case below, each metric has a 50% weight, with 25% going to the “all students” group and 6.25% allocated to each of the four subgroup categories.



School Name	District Name	School Level	Metric	ALL STUDENTS				RACE/ETHNICITY				STU W / DISABILITIES				SOC / DISADV				ENGLISH LEARNERS					
				SY13 Index Tot	SY13 Result	Index Level	Weight	Index Points	Lowest Perf. Grou	SY13 Result	Index Level	Weight	Index Points	SY13 Result	Index Level	Weight	Index Points	SY13 Result	Index Level	Weight	Index Points	SY13 Result	Index Level	Weight	Index Points
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Index points are earned based upon the Index level and the weight.

School Name	District Name	School Level	Metric	ALL STUDENTS				RACE/ETHNICITY				STU W / DISABILITIES				SOC / DISADV				ENGLISH LEARNERS					
				SY13 Index Tot	SY13 Result	Index Level	Weight	Index Points	Lowest Perf. Grou	SY13 Result	Index Level	Weight	Index Points	SY13 Result	Index Level	Weight	Index Points	SY13 Result	Index Level	Weight	Index Points	SY13 Result	Index Level	Weight	Index Points
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$$\text{Index Points} = \text{Index Level} \times \text{Weight} \times 10$$

Index points are combined to reach an index total for each metric and for the school overall



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School Name	District Name	School Level	Metric	ALL STUDENTS					RACE/ETHNICITY				STU W / DISABILITIES				SOC/DISADV				ENGLISH LEARNERS				
				SY13 Index Tot.	SY13 Result	Index Level	Weight	Index Points	Lowest Perf. Grot.	SY13 Result	Index Level	Weight	Index Points	SY13 Result	Index Level	Weight	Index Points	SY13 Result	Index Level	Weight	Index Points	SY13 Result	Index Level	Weight	Index Points
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Index results, and school interventions and supports

As we move into SY 2014-15 and beyond, the School Quality Improvement Index will play an important role in school accountability and continuous improvement efforts. All district-managed schools with sufficient data will receive Index results (e.g., both Title I and non-Title I schools). That said, only Title I schools are federally accountable to their performance on the Index (with a small set of exceptions).¹ CORE districts may choose to use the Index for district-level accountability, and it is the express intent of all CORE districts to examine metric performance across schools to inform continuous improvement efforts.

The Index is only one component of school accountability within the CORE Waiver. In most cases, school designations as Reward, Priority and Focus will be both related to Index performance and to an additional set of criteria in alignment with federal requirements. For instance, in our amended CORE Waiver proposal, a school would need to be in the Top 10% on the Index to be eligible to be a “High Performing (Reward) School” in addition to meeting several criteria related to performance on specific metrics. (See Appendix A for a full set of proposed designation criteria).

The table below outlines the transition from a non-Index based approach to designations to an Index-based approach to designations. Note that the CORE districts intend to re-submit a request to hold off on reviewing all schools for possible Priority/Focus designation until SY 2015-16. Our waiver as it stands would have us reviewing all schools at the end of SY 2014-15.

¹ School designation lists exclude credit recovery programs, independent study schools, schools for students with severe disabilities, schools for expelled students, and early childhood education programs. Independent charter schools are generally not part of the CORE Waiver.



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	SY 2014-15	SY 2015-16	SY 2016-17
When designation lists are updated	Summer/Early Fall 2014	Summer/ Early Fall 2015 ²	Summer/ Early Fall 2016 ³
School years of data utilized	2011, 2012, 2013	2015 ⁴	2015, 2016 ⁵
Data source(s)	California Department of Education Adequate Yearly Progress Data Files	LEA administrative data, LEA state testing data	LEA administrative data, LEA state testing data, student report (survey) data, teacher report (survey) data, parent/guardian report (survey) data
Methodology	Initial methodology as described in Appendix A (that does not utilize the School Quality Improvement Index)	Methodologies that incorporate the School Quality Improvement Index as described in Appendix B	Methodologies that incorporate the School Quality Improvement Index as described in Appendix B
Schools examined for inclusion on the Priority and Focus school lists	Only those schools that are new to the CORE Waiver (e.g., new districts, newly identified Title I schools, relatively new schools that now have sufficient data to examine against the criteria) that meet waiver inclusion criteria ⁶	Only those schools that are new to the CORE Waiver (e.g., new districts, newly identified Title I schools, relatively new schools that now have sufficient data to examine against the criteria) that meet waiver inclusion criteria ⁷	All schools that meet waiver inclusion criteria ⁸
Schools examined for inclusion on the Reward school lists	All schools that meet waiver inclusion criteria	All schools that meet waiver inclusion criteria	All schools that meet waiver inclusion criteria

² Dependent on the timely release of select data (e.g., assessment data) from the California Department of Education.

³ Dependent on the timely release of select data (e.g., assessment data) from the California Department of Education.

⁴ And potentially earlier years depending on the designation criteria. Note, however, that California will not have 2014 ELA or Math data at the elementary and middle school levels.

⁵ And potentially earlier years depending on the designation criteria. Note, however, that California will not have 2014 ELA or Math data at the elementary and middle school levels.

⁶ Pending an amendment submitted to USED.

⁷ Pending an amendment submitted to USED.

⁸ Pending an amendment submitted to USED.



What's more, starting with the Index results released in Summer/Fall 2015, Index performance will determine whether or not a school met its "Annual Measurable Objective." Initially, we will look at the bottom 30% of Index scores to determine which schools have not met the CORE AMO. Over time and once the Index includes the full set of Academic, Culture-Climate and Social-Emotional measures, the CORE AMO transitions to the following criteria:

- reaching 90 points out of 100 on the Index, or
- a two point improvement on the Index in two years and a four point improvement in four years.

Schools that do not meet the CORE AMO for more than one year, enter into an escalating set of interventions that start with participating in a Community of Practice (after two years of missing the CORE AMO).

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Appendix A: Proposed School Designation Criteria for 2015+⁹

Reward	Priority	Focus
<p>Highest performing:</p> <ol style="list-style-type: none"> 1. Top 10% on SQII, AND 2. Met School Quality Improvement Goal (future criterion), AND 3. Top 10 percent on SQII academic achievement/graduation points during the year in question, AND 4. Top 10 percent on SQII academic achievement/graduation points for two of the last three years, AND 5. No significant achievement gaps from the year in question that are not closing. <p>High progress:</p> <ol style="list-style-type: none"> 1. Top 70% on SQII, AND 2. Top 10% of growth results for all students/subgroups AND 3. Top 10% of growth results for all students/subgroups for two of the last three years for all students and all subgroups, AND 4. No significant achievement gaps from the year in question that are not closing. 	<p>Priority – SIG</p> <ol style="list-style-type: none"> 1. A current SIG school <p>Priority – non-SIG – graduation</p> <ol style="list-style-type: none"> 1. Bottom 10% on SQII, AND 2. Graduation rate less than 60% in the year in question, AND 3. Graduation rate less than 60% in two of the last three years. <p>Priority – non-SIG – bottom five percentile in ELA/Math</p> <ol style="list-style-type: none"> 1. Bottom 10% on SQII, AND 2. Bottom five percentile ranking in ELA/Math in the year in question, AND 3. Bottom five percentile ranking in ELA/Math in two of the last three years 	<p>Not a Priority School, AND</p> <p>Focus – low achieving subgroups</p> <ol style="list-style-type: none"> 1. Bottom 10% on SQII, AND 2. Level 1 in subgroup performance on ELA, Math or Graduation during the year in question; AND 3. Lack of progress for any of the subgroup(s)/metric(s) in question. <p>Focus – within school gaps</p> <ol style="list-style-type: none"> 1. Lowest 5% in terms of achievement gaps (lowest 5% in gaps in the last three years) <p>Focus – low graduation</p> <ol style="list-style-type: none"> 1. Graduation rate less than 60% in the year in question, AND 2. Graduation rate less than 60% in two of the last three years.

⁹ These proposed criteria were included in the amended CORE Waiver request submitted to the U.S. Department of Education on May 1, 2014, and will be re-submitted at a later date later date for review by the department.