CORE & the Academic Growth Model

Presented by Dave Calhoun & LaToya Bufford

CORE DISTRICTS

Today's Goal

Exploration of how districts and county offices can best make use of CORE resources with their authorized charter schools to evaluate student growth.

Session Agenda

- Charter Renewal E.C.
- A bit about CORE
- Unpacking the Growth Model
- Activity Time
- A Message from OUSD
- CORE and the CR Process
- Q&A

Charter Renewal E.C.

California *Education Code* Section 47607.2

Charter Schools Identified as Low Performing

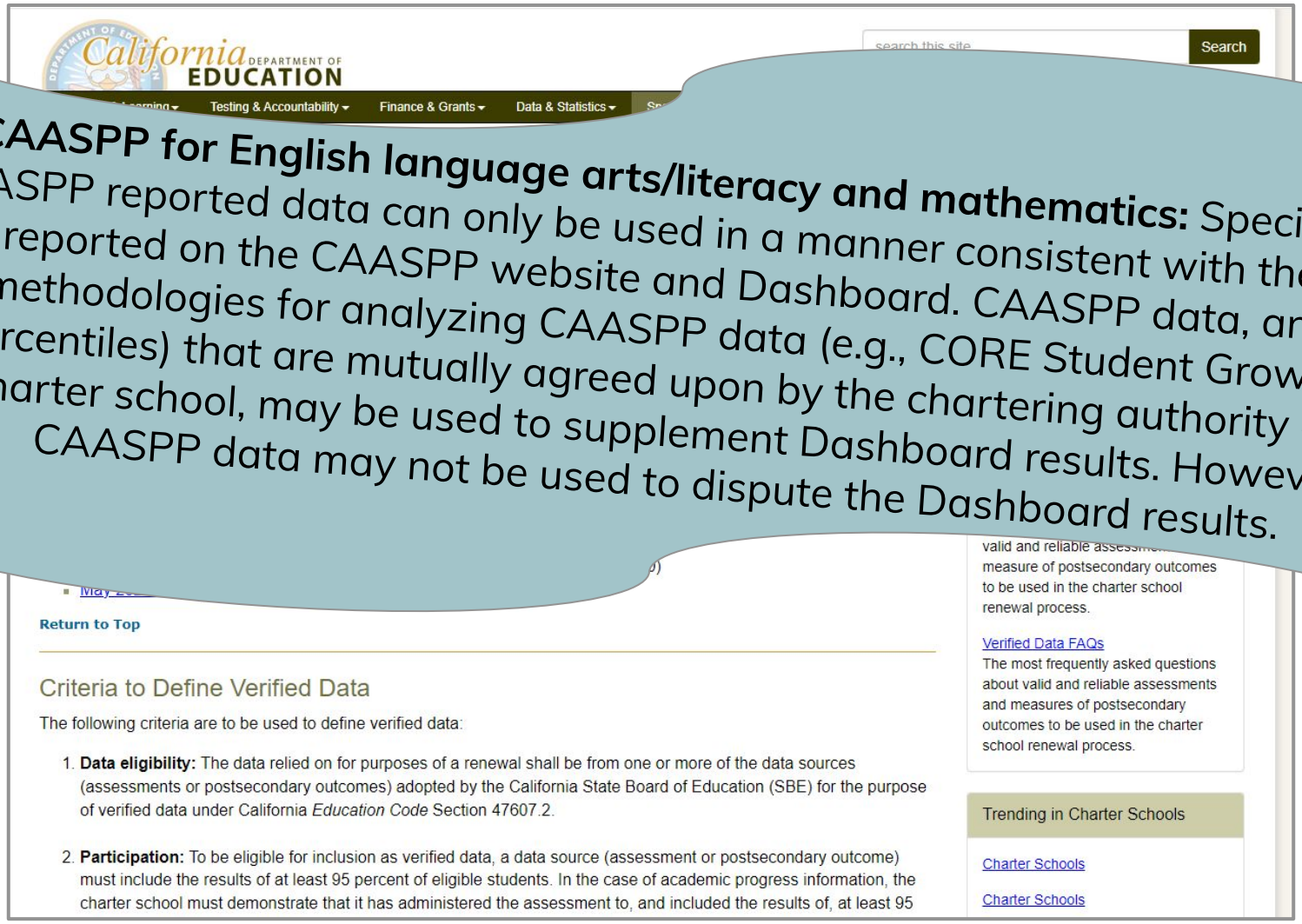
The criteria governing the renewal of a low performing charter school are described under *EC* sections 47607.2(a)(4)(A) and (B), and sunset on January 1, 2026. The purpose of this additional review process is to allow a charter school identified as low performing to present clear and convincing evidence to demonstrate that it is helping to increase student learning and postsecondary success.

A chartering authority is to use verified data, as defined per *EC* Section 47607.2(c), as a means to show that a charter school has achieved measurable increases in academic achievement.

Under *EC* Section 47607.2(a)(1), a chartering authority may renew a charter school that has been identified as low performing by composing written factual findings specifying evidence of the following:

- (A) The charter school is making meaningful steps to address the underlying cause or causes of low performance, and those steps are reflected, or will be reflected, in a written plan adopted by the governing body of the charter school, pursuant to *EC* Section 47607.2(a)(3)(4).
- (B) There is clear and convincing evidence that the charter school achieved measurable increases in academic achievement, pursuant to *EC* Section 47607.2(a)(3)(B).

Charter Renewal E.C.

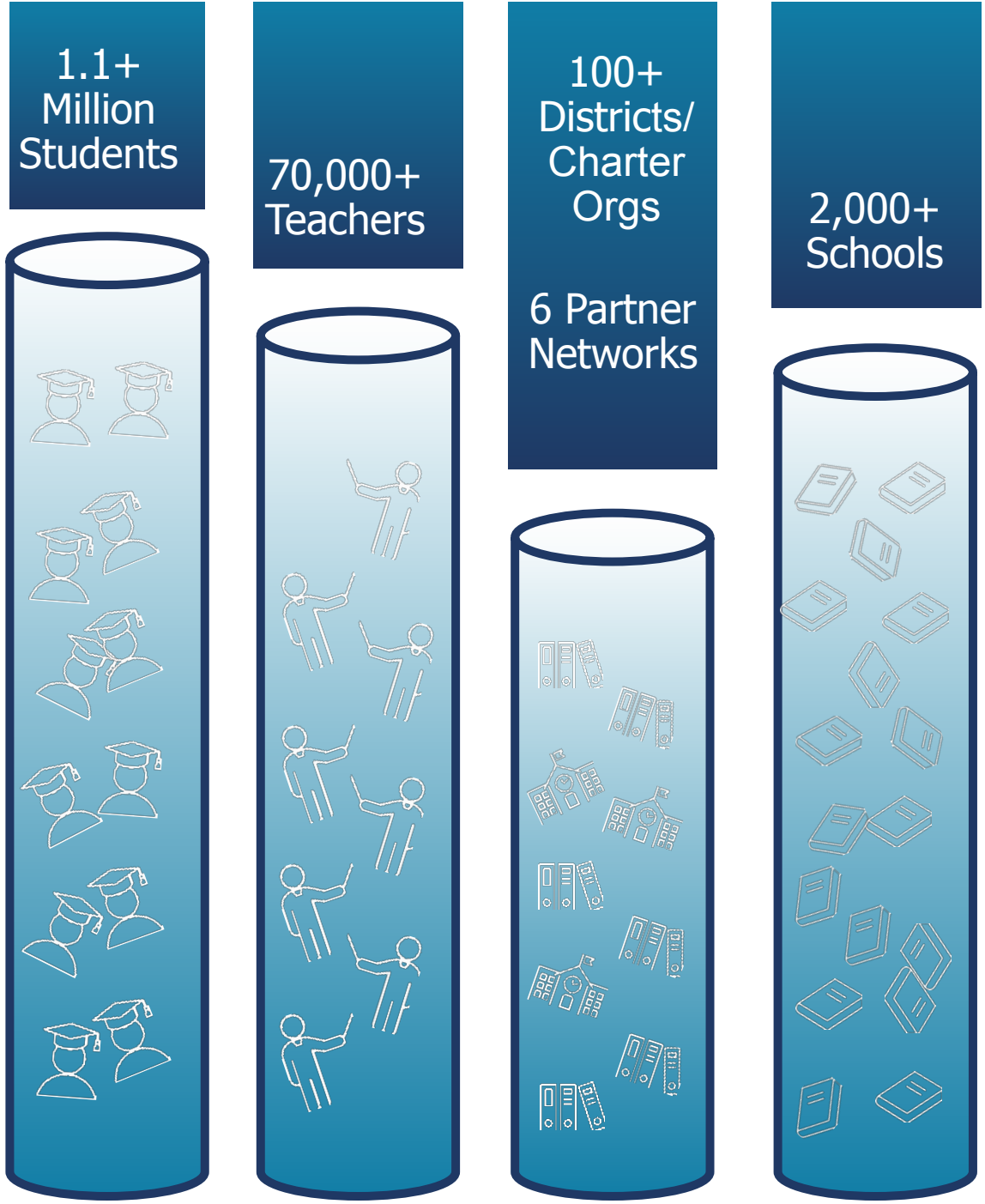


CAASPP for English language arts/literacy and mathematics: Specified CAASPP reported data can only be used in a manner consistent with the data reported on the CAASPP website and Dashboard. CAASPP data, and methodologies for analyzing CAASPP data (e.g., CORE Student Growth Percentiles) that are mutually agreed upon by the chartering authority and charter school, may be used to supplement Dashboard results. However, CAASPP data may not be used to dispute the Dashboard results.

Who are we?

8 9

of California's largest districts.

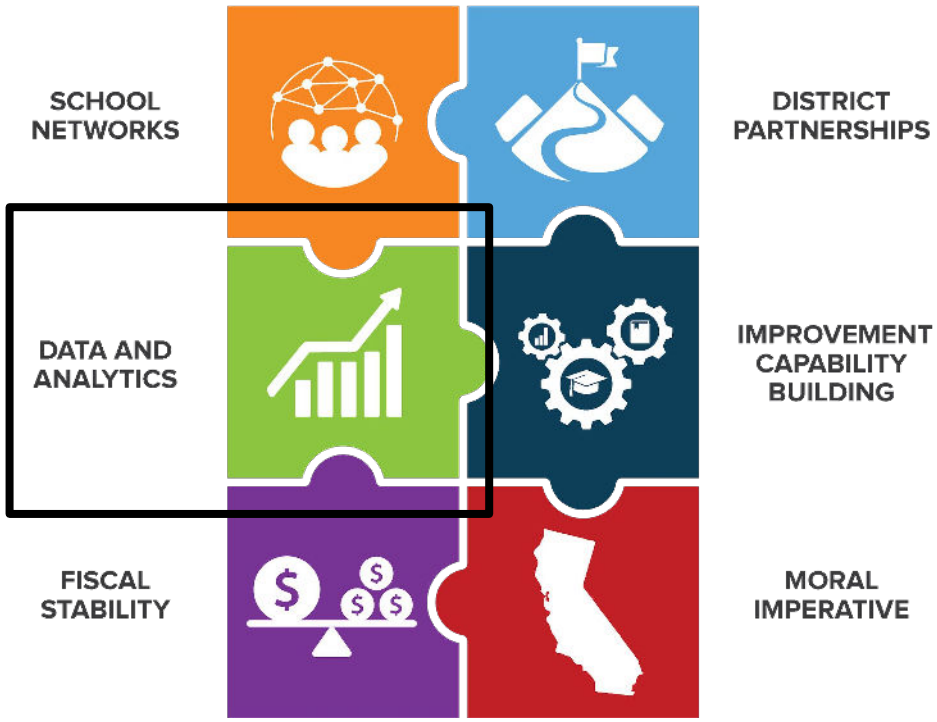


DATA COLLABORATIVE COMMUNITY

Created by Districts for Districts

CORE DISTRICTS

Who are we today



If CORE can support the improvement of specific outcomes by developing structures, mindsets and routines that foster learning at both the district and site levels, then districts and schools will make significant progress toward producing more reliable, equitable outcomes for their students.

What is the CORE Insights Dashboard?

What it is & how it came to be

The CORE Insights Dashboard which is sometimes known as the School Quality Improvement system, was designed to provide educators with a complete picture of schools' academic progress by showcasing state and **locally-developed data** in a way that is unique and innovative.

The dashboard has undergone an iterative improvement process in collaboration with districts for districts to ensure that it offers more and better information to help schools and teachers help students learn.

Dashboard Highlights

California Dashboard Measures

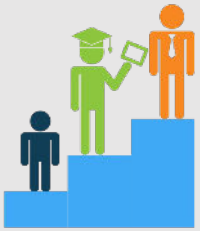
- Student Test Results
- Graduation Rates
- Chronic Absenteeism
- A-G Completion Rates
- Suspension Rates

Locally-Driven Measures

- **Student Academic Growth** - takes into account student's prior test history and status and compares them to students like them to inform educators of how growth has impacted them
- **Student Social/Emotional Learning**
- **School Culture and Climate**
- **On-Track** for Post-Secondary Success Metric in Grades 7-10
- **D/F Rates** in grades 7-10

Additional Resources

- **College Roadmap Student Reports**
- **Rally Interim Assessment Dashboard**
- **Custom Dashboarding** for your local project
- **Improvement Project Consultation & Collaboration**



Usefulness of the Insights Dashboard

There are many advantages to using the CORE Dashboard

- The CORE Index for example, is a school report that allows you to do comparisons
- Progress monitoring components
- On-Track Rates
- The Growth measure

Time for...

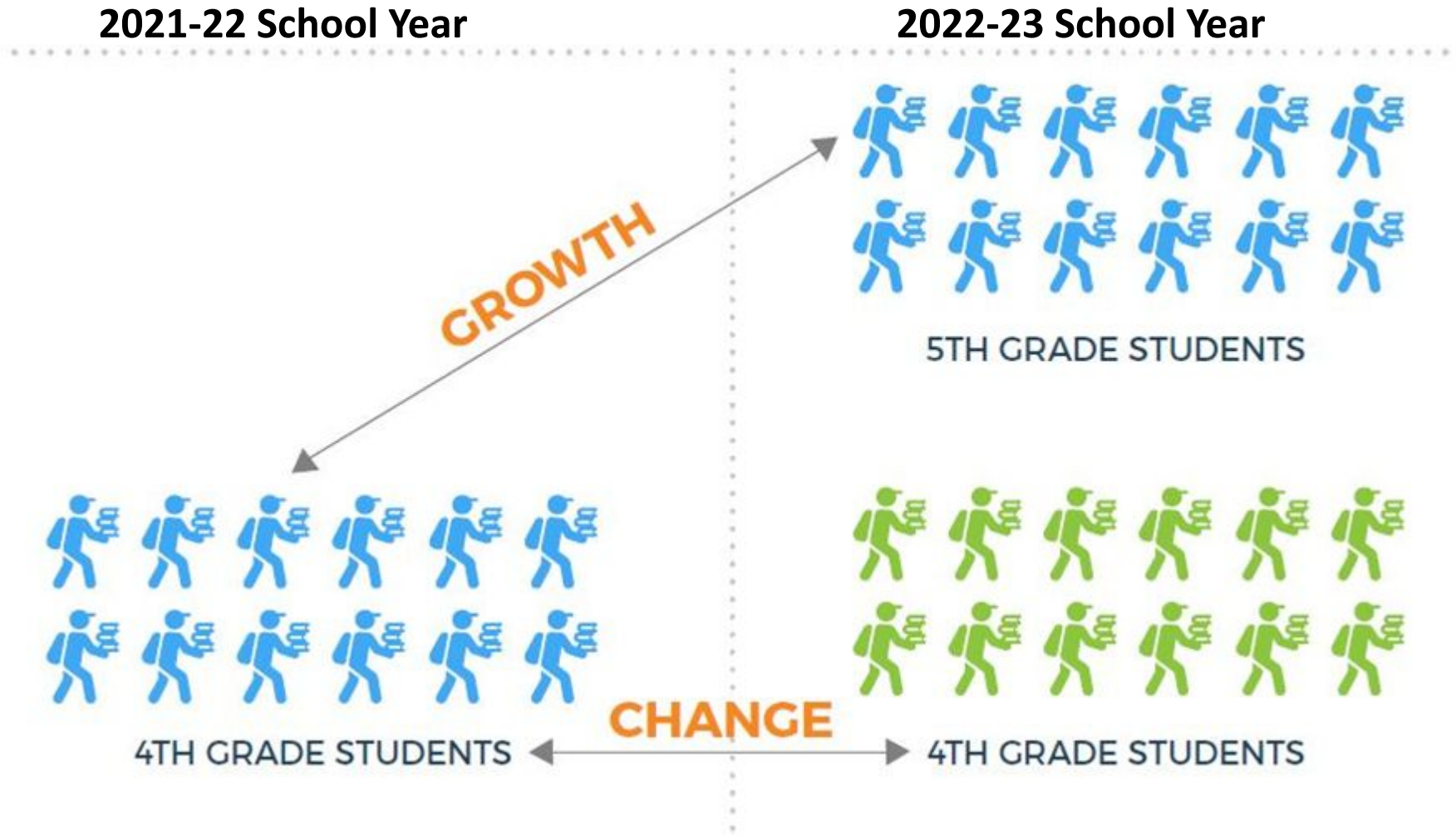
What is Growth?

the Growth Metric

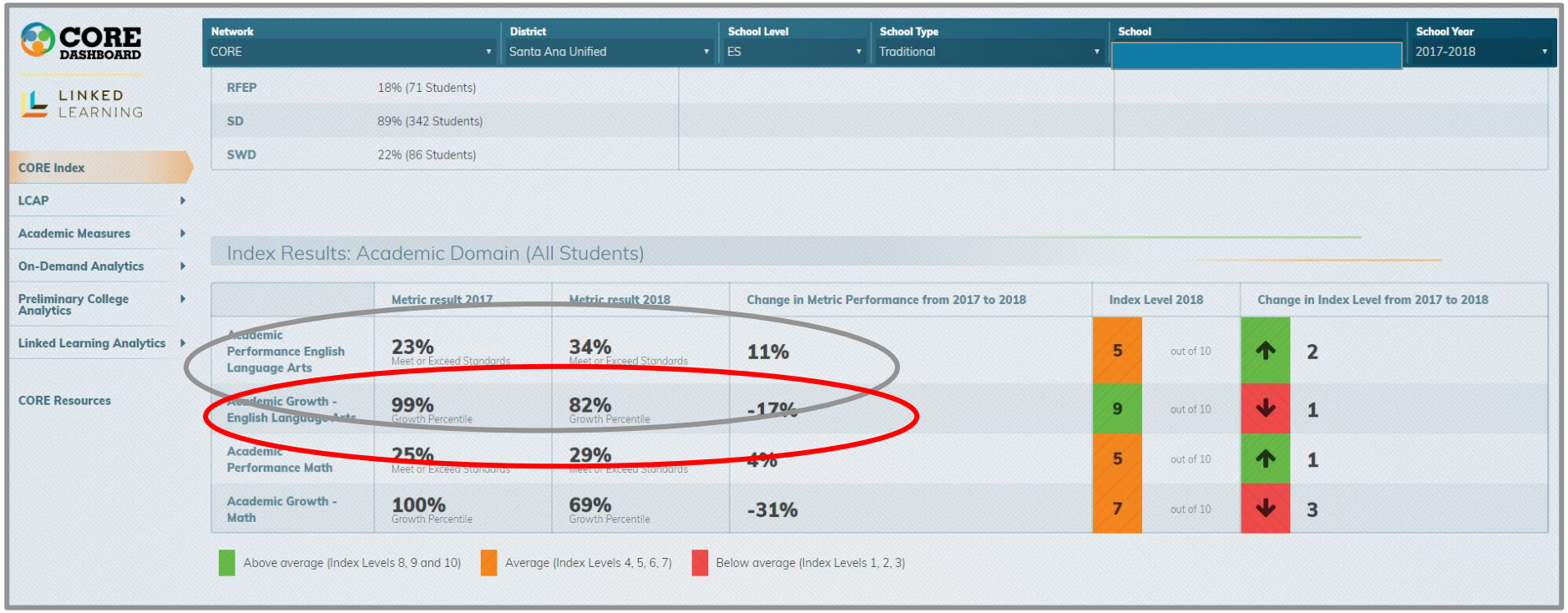
The CORE Growth Model compares each students' actual achievement to those in his/her peer group.

The peer group is determined by the students' prior achievement, their demographics and the average prior achievement and demographics of students in his/her school. Using a students' peer group, we can see if a student did better than, about as well as or worse than his/her peers. We aggregate that information across the students by the grade level and at the school to determine who is having the strongest and the weakest impact on student learning.

Change and Growth -- A Snapshot

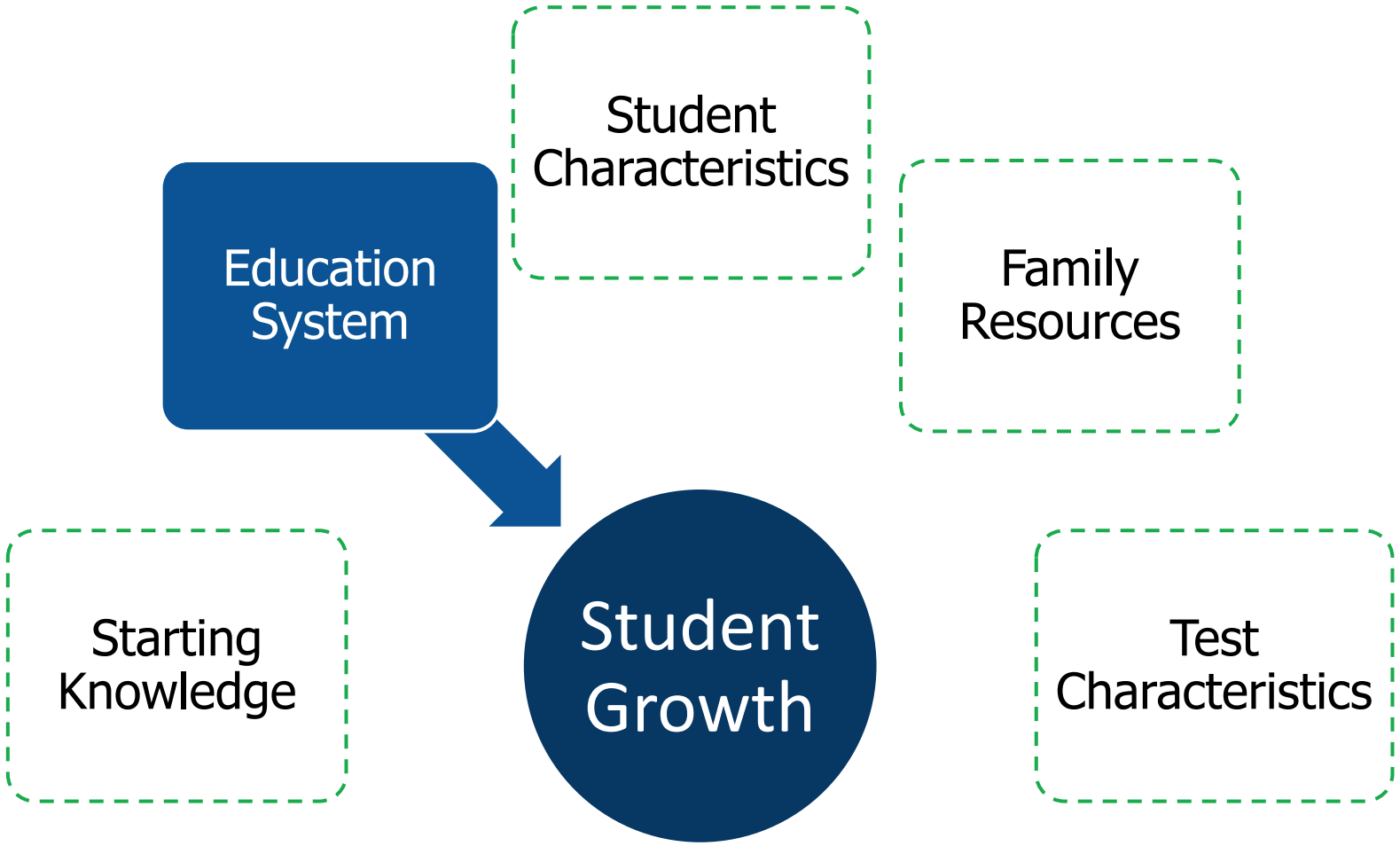


The CORE Dashboard shows Status and Change, but also a fundamentally more meaningful measure of a school's academic impact: The School Academic **Growth** metric



Student Growth Models:
Growth Model Overview

Uses Statistical Techniques to Isolate the impact of the Education System from Non-School Factors



Why Growth Matters

Growth highlights *the impact* that school teams are having on student outcomes compared to school teams and schools with similar student demographics.

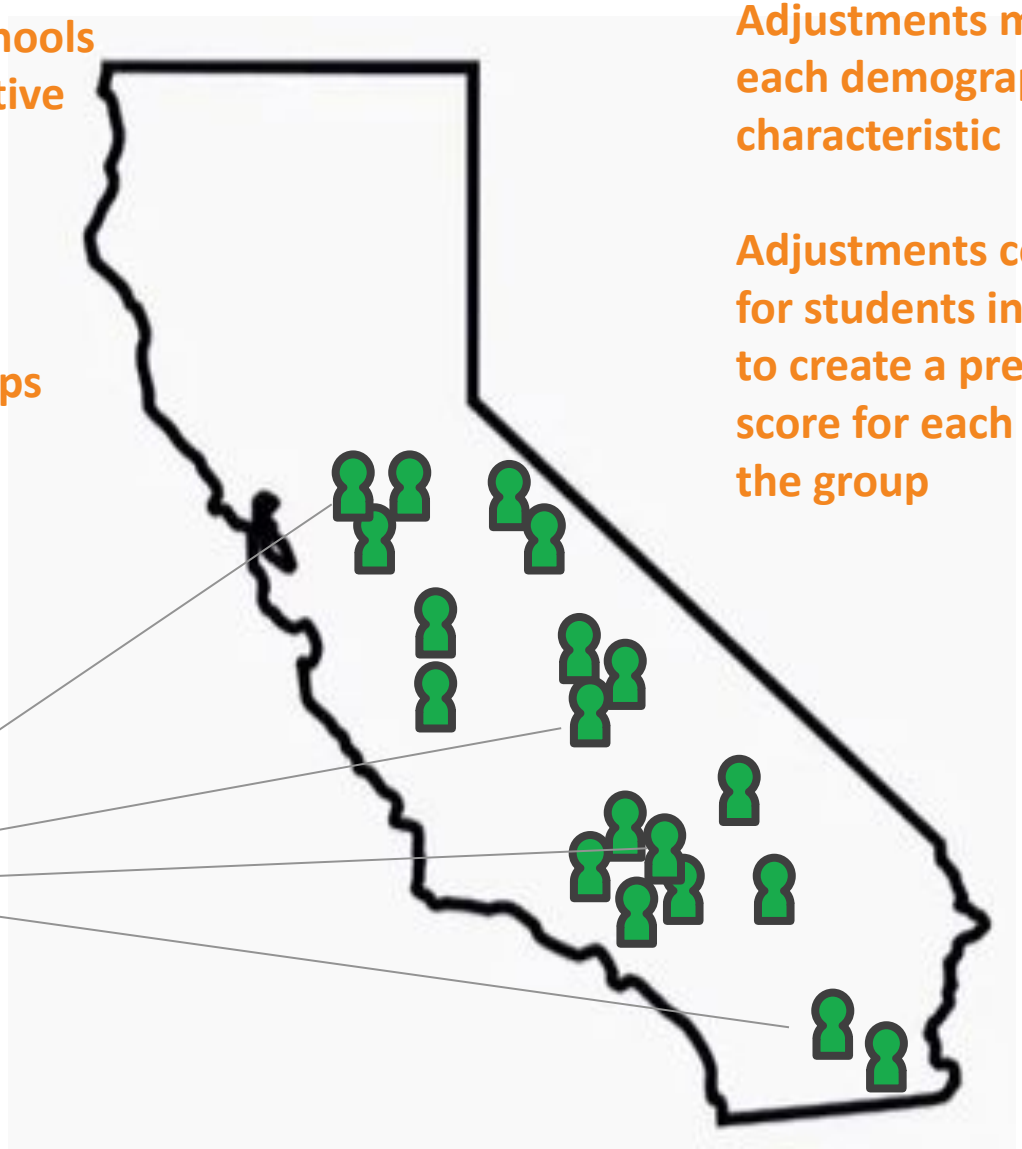
Data use for continuous improvement is different than accountability metrics

CORE Academic Growth Model

Students take the SBAC from schools across the CORE Data Collaborative

Avg Growth is computed for the whole grade level population

Students placed into "like" groups



Adjustments made for each demographic or characteristic

Adjustments combined for students in the group to create a predicted score for each student in the group

Example Group:

Students who are:

5th grade: +35
Low SES: -3
ELL: -2
Not SWD: +4
Low perf. sch: -2
Prediction: +32 points

CORE Academic Growth Model

Each **student gets a customized statistical prediction** based on his or her characteristics

Step 1

After Spring testing is complete, We collect student data from the CORE Districts & calculate the overall growth for students, Then we determine demographic and other adjustments based upon the data.

Step 2

+35 Average Growth

- 3 for Econ. Disadv.

- 4 for Disability

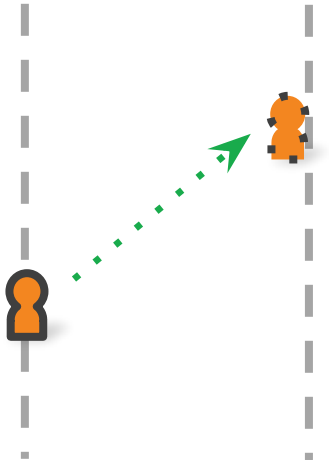
+ 2 for EL Status

- 1 for Homeless Status

+ 1 for Foster Status

+ 2 School Averages

+32 points During the year

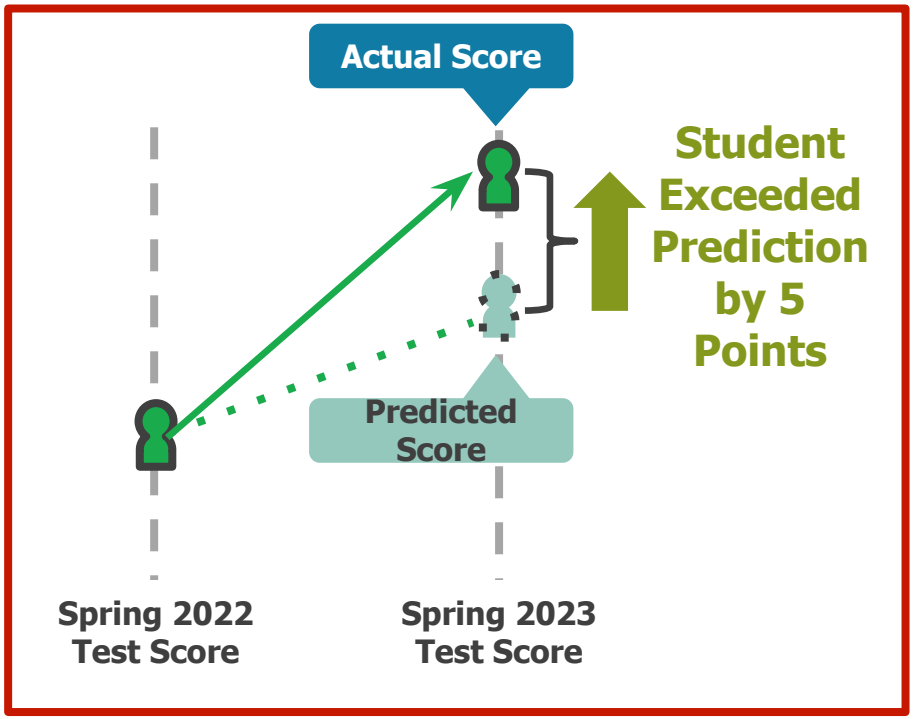


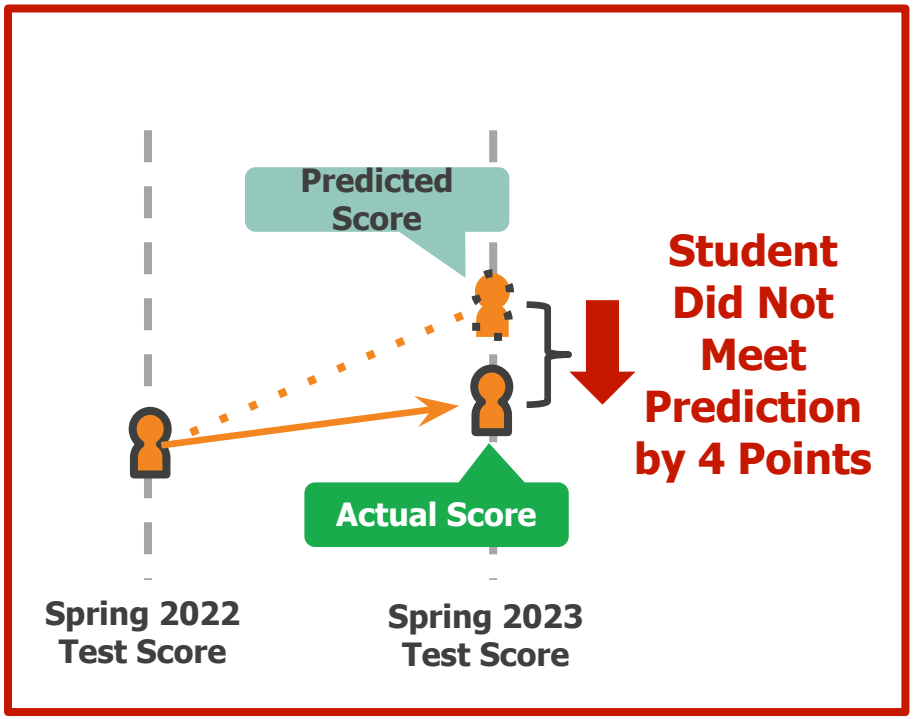
Spring 2022 Test Score

Spring 2023 Predicted Test Score

CORE Academic Growth Model

Step 3

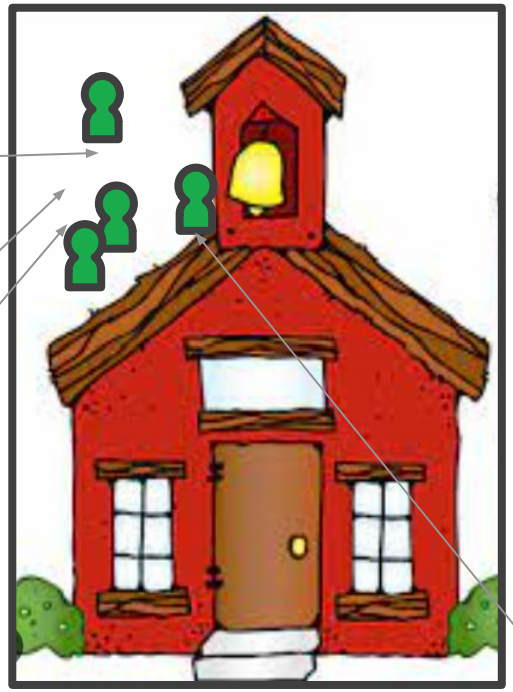




CORE Academic Growth Model

Students who are:

4th grade: +40
Not Low SES: +3
ELL: -6
Not SWD: +3
Low perf. sch: -1
Prediction: +39 points
Student A Actual SS gain: +34
Comparative gain = -5 points



Students who are:

5th grade: +35
Low SES: -3
ELL: -2
Not SWD: +4
Low perf. sch: -3
Prediction: +31 points
Student B Actual SS gain: +18
Comparative gain = -13 points

Student actual growth points compared with demographic adjustments are 'returned' to their schools

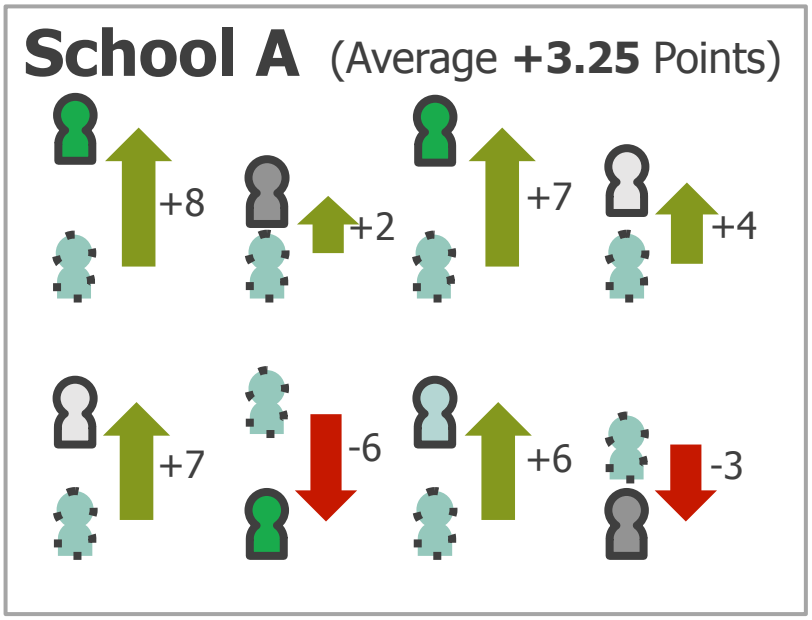
Students who are:

5th grade: +35
Low SES: -3
Not ELL: +2
Not SWD: +4
Low perf. sch: -3
Prediction: +35 points
Student C Actual SS gain: +36
Comparative gain = +1 points

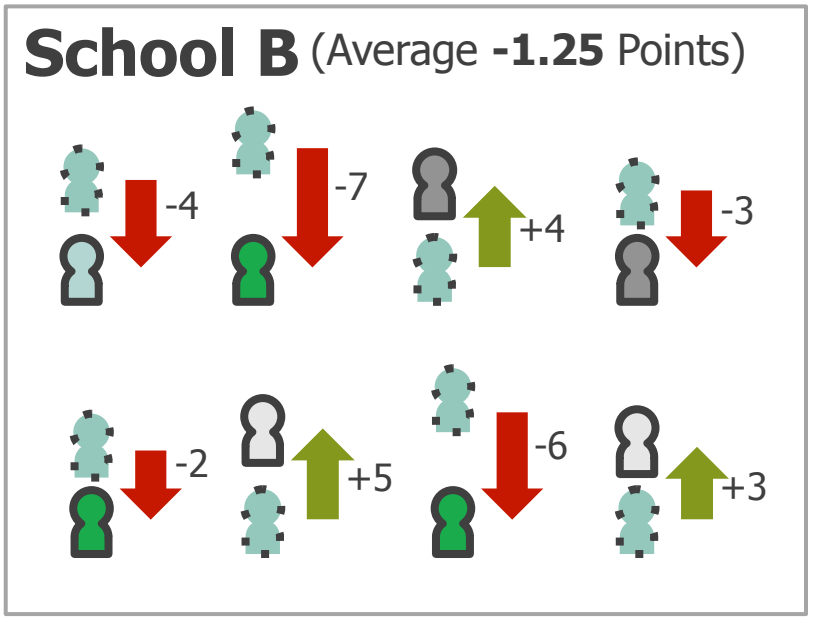
CORE Academic Growth Model

- **On average**, did a school's students tend to do better or worse than their academic peers and by how much?

Step 4



Above Average Impact

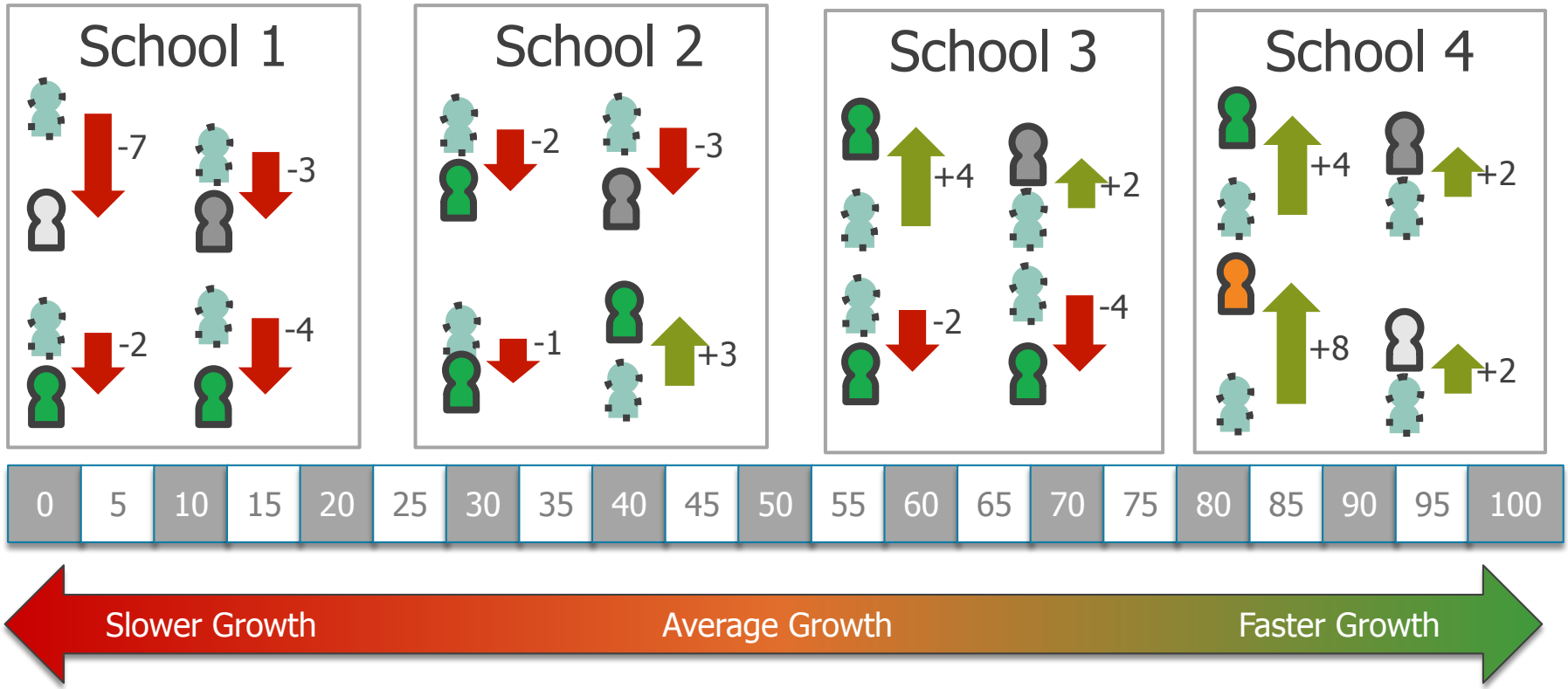


Below Average Impact

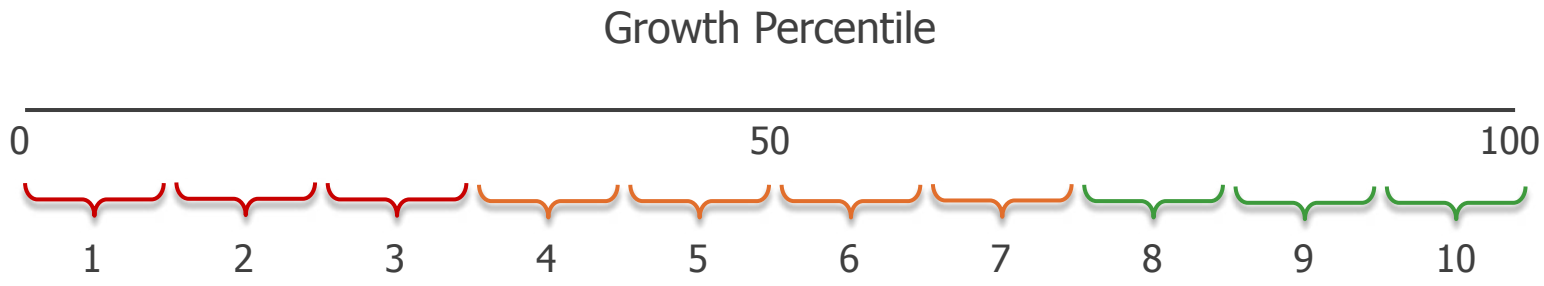
CORE Academic Growth Model

Step 5

- Growth result is **converted to 0-100** Student Growth Percentile (SGP)

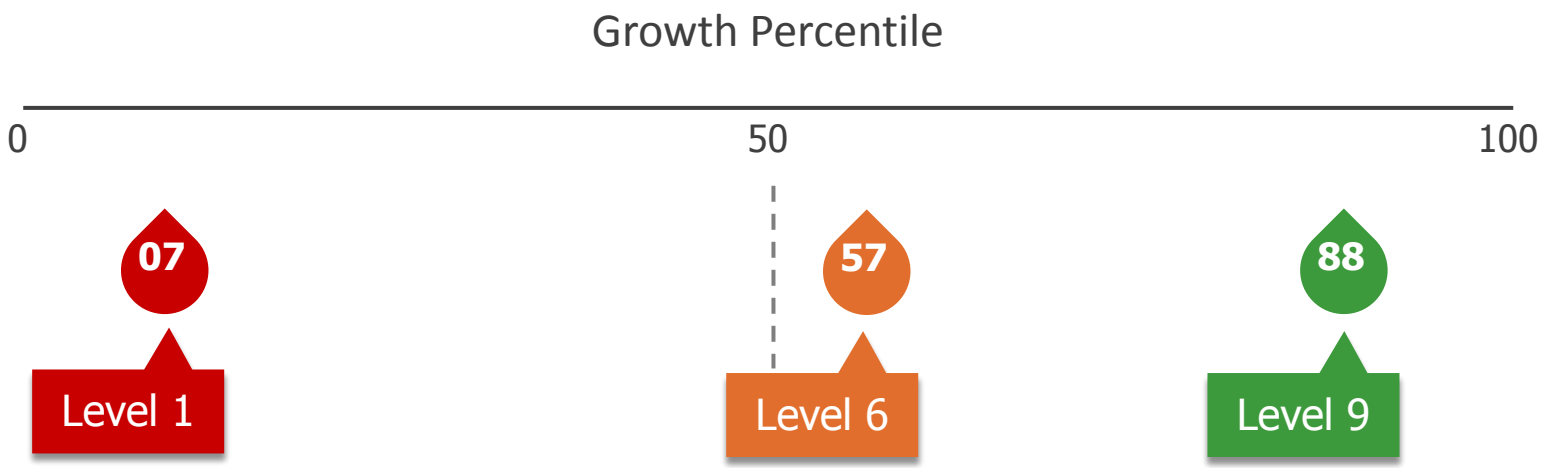


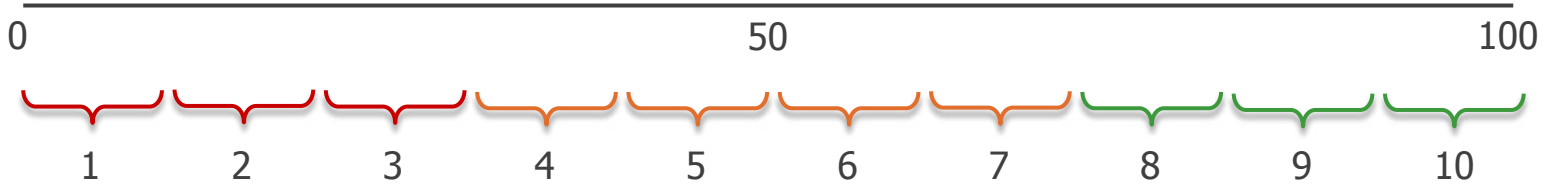
Converting to SGP to CORE Index Level



Level 1		Level 2		Level 3		Level 4		Level 5		Level 6		Level 7		Level 8		Level 9		Level 10	
Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High
0	9	10	19	20	29	30	39	40	49	50	59	60	69	70	79	80	89	90	100

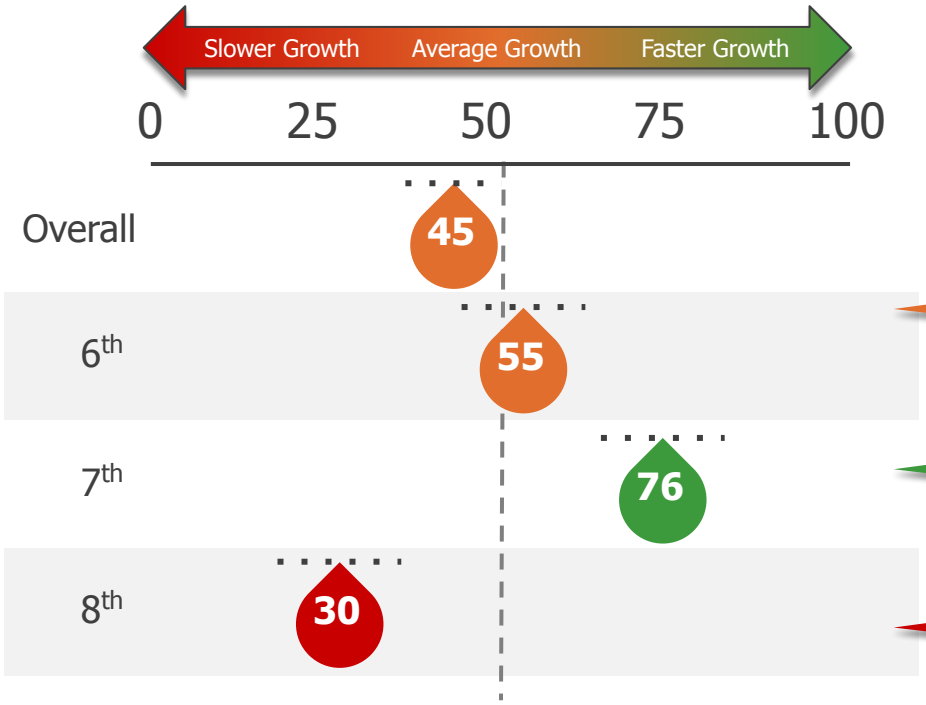
Converting to SGP to CORE Index Level





Level 1		Level 2		Level 3		Level 4		Level 5		Level 6		Level 7		Level 8		Level 9		Level 10	
Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High
0	9	10	19	20	29	30	39	40	49	50	59	60	69	70	79	80	89	90	100

Basic Results Interpretation



This grade-level team is producing…

typical growth for their students

faster-than-average growth for their students

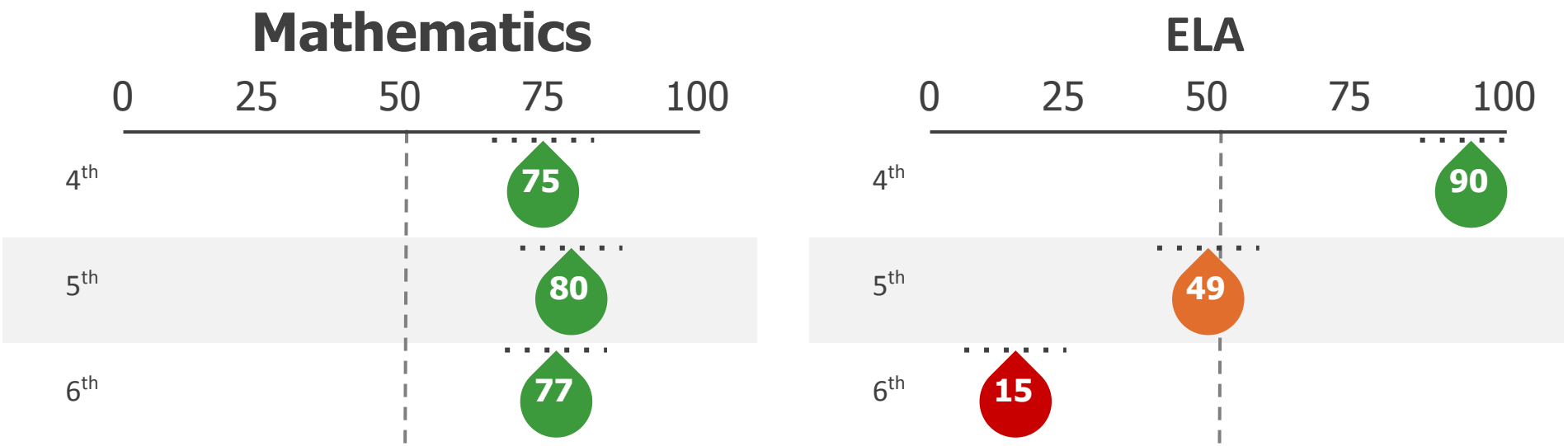
slower-than-average growth for their students*

*does not mean these students lost knowledge

Time for...

Activity Time

Make an Interpretation

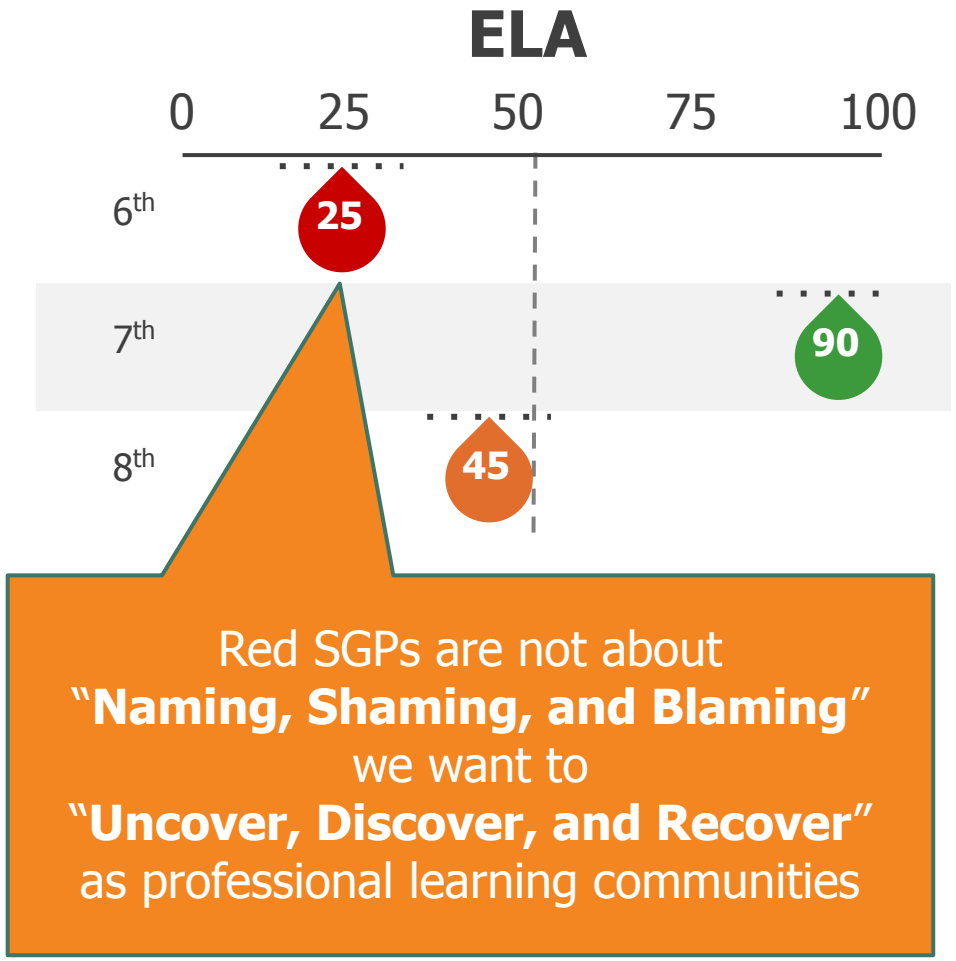


- Make a 1-2 sentence summary to:
  - Describe this school's mathematics growth performance
  - Describe this school's ELA growth performance

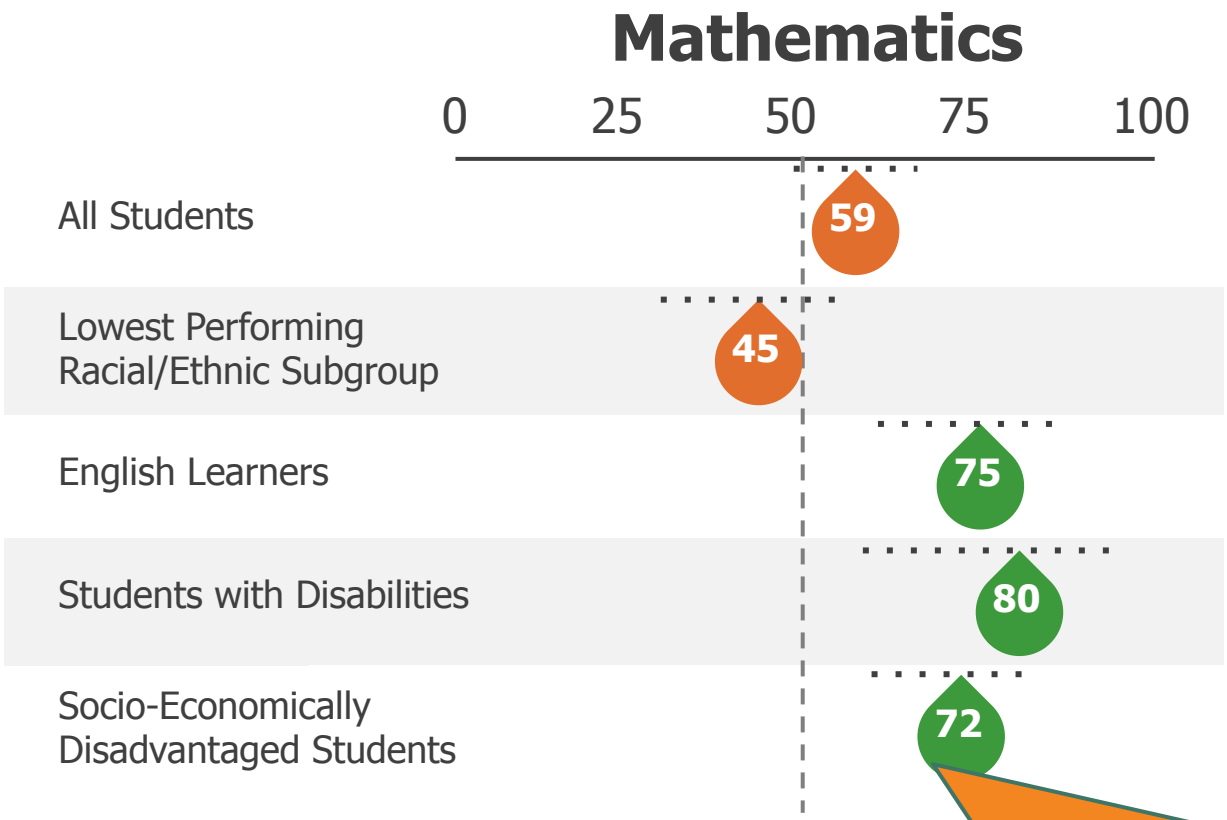
Waterfall Chat!

Make an Interpretation-2

- Which grade-level team is more effective at growing their students?
- Can we tell which group of students has the highest proficiency rate?
- If this was your school, how would you start talking about this data with your teaching teams?



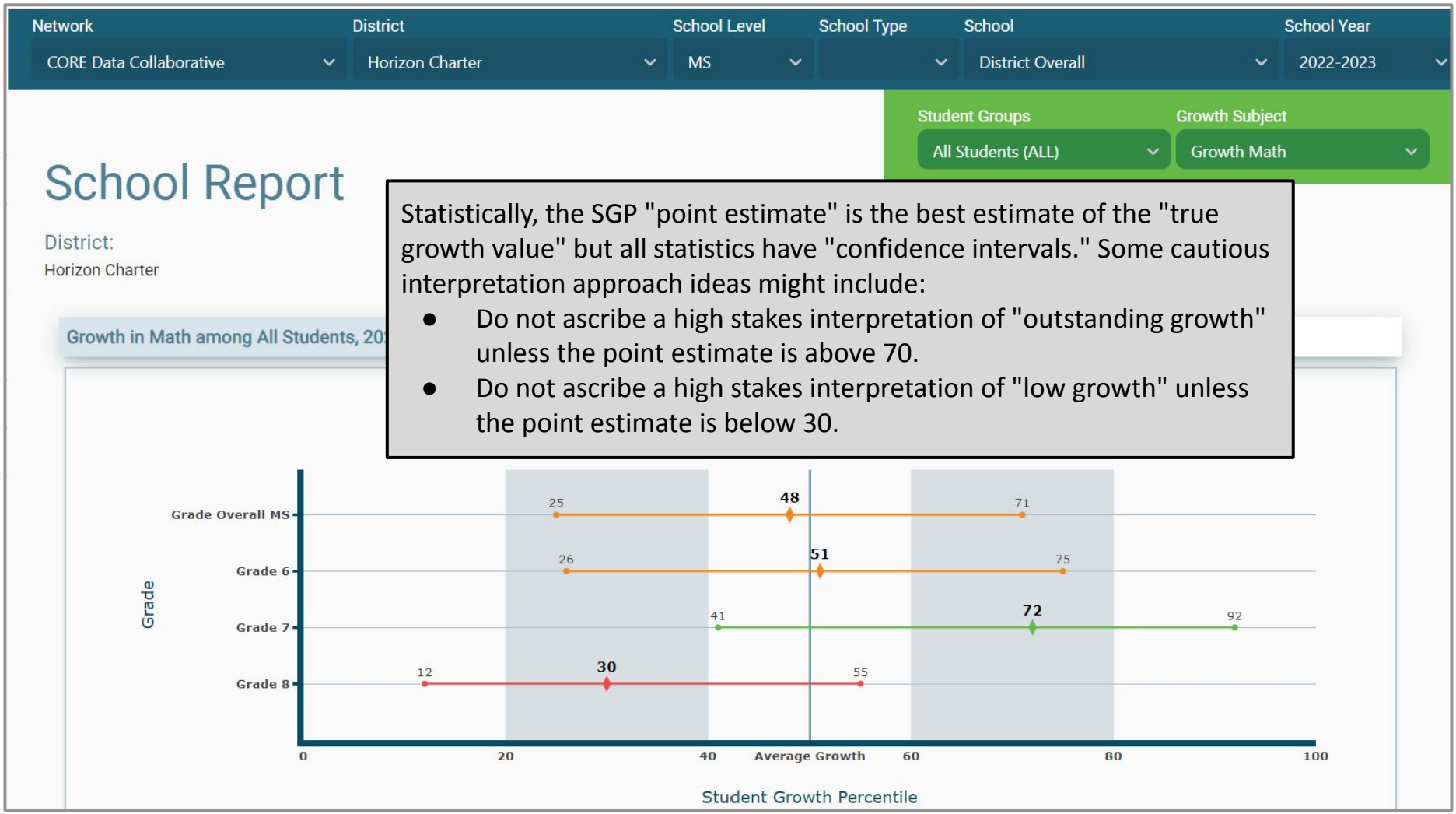
Subgroup Results



- Growth Results are calculated for student subgroups similar to the way other metrics are reported on the Insights dashboard.

Example Interpretation:
Our school's impact on socio-economically disadvantaged students was above average
(At our school, these students grew faster than similar students across the CORE Districts)

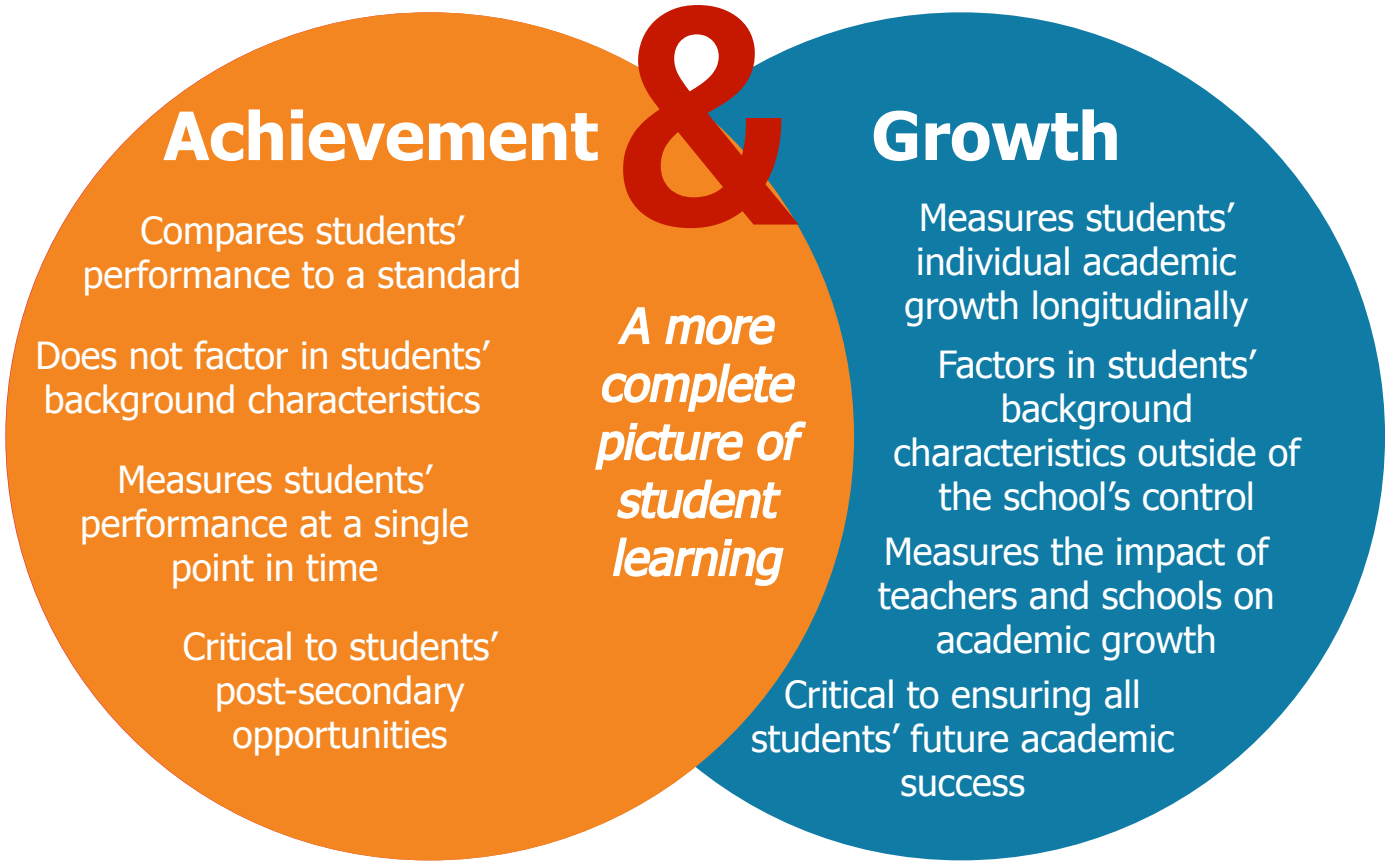
Academic Growth - School Report



Statistically, the SGP "point estimate" is the best estimate of the "true growth value" but all statistics have "confidence intervals." Some cautious interpretation approach ideas might include:

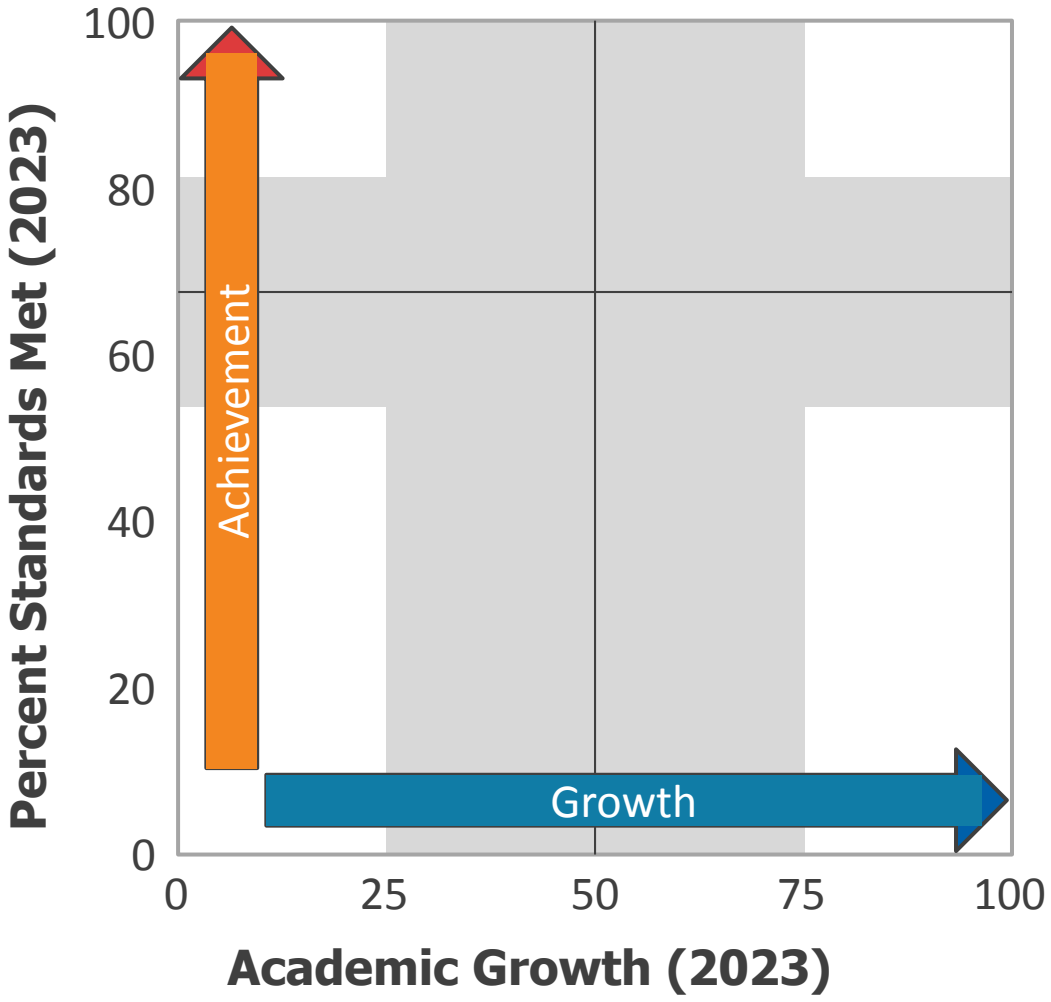
- Do not ascribe a high stakes interpretation of "outstanding growth" unless the point estimate is above 70.
- Do not ascribe a high stakes interpretation of "low growth" unless the point estimate is below 30.

The Power of Two Measures

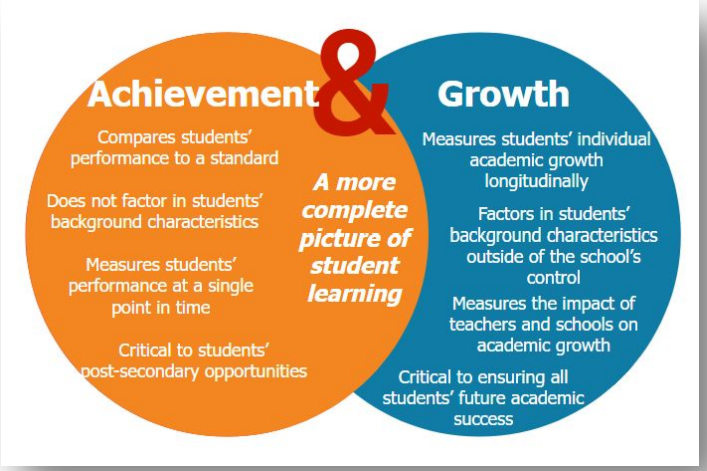


Adapted from materials created by Battelle for Kids

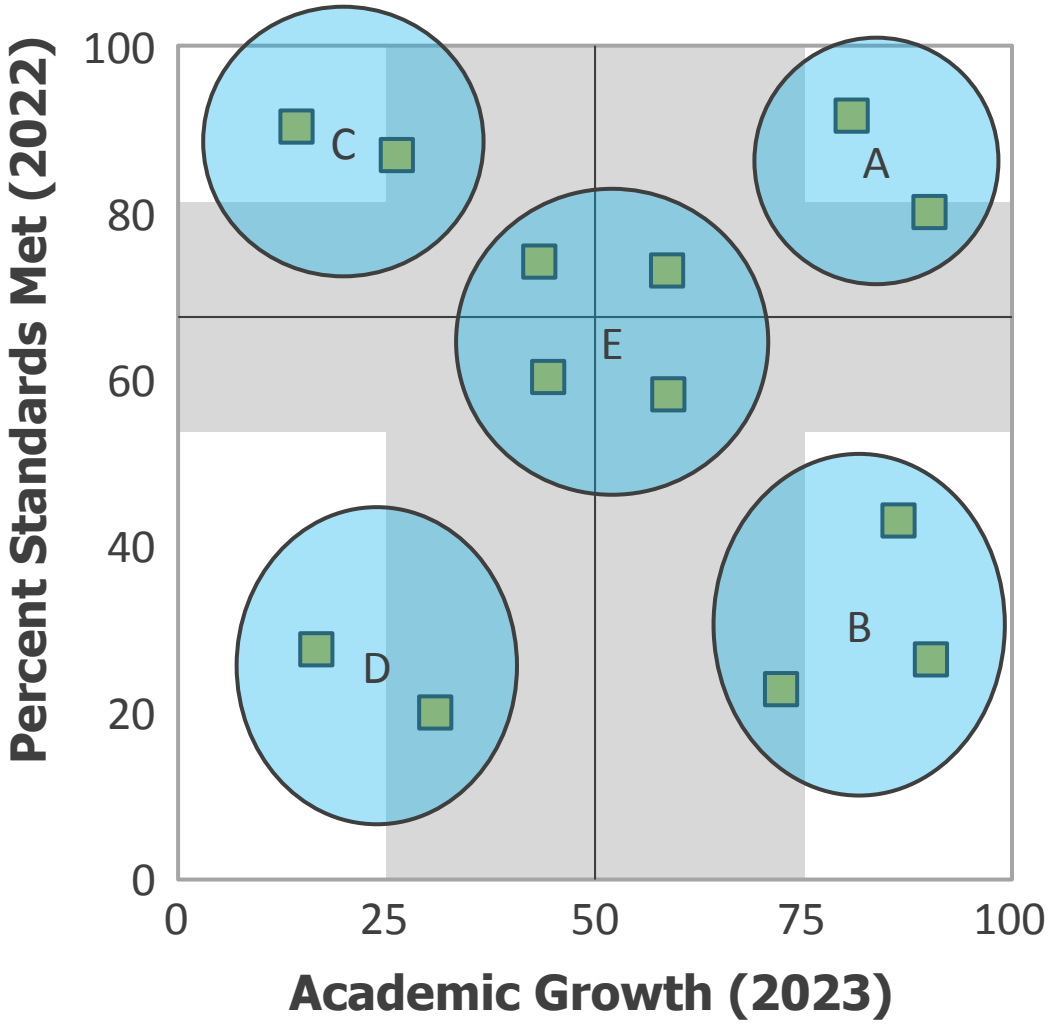
Achievement and Growth Scatterplots



These scatter plots are a way to represent **Achievement** and **Growth** together



How to Read the Scatter Plots



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

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

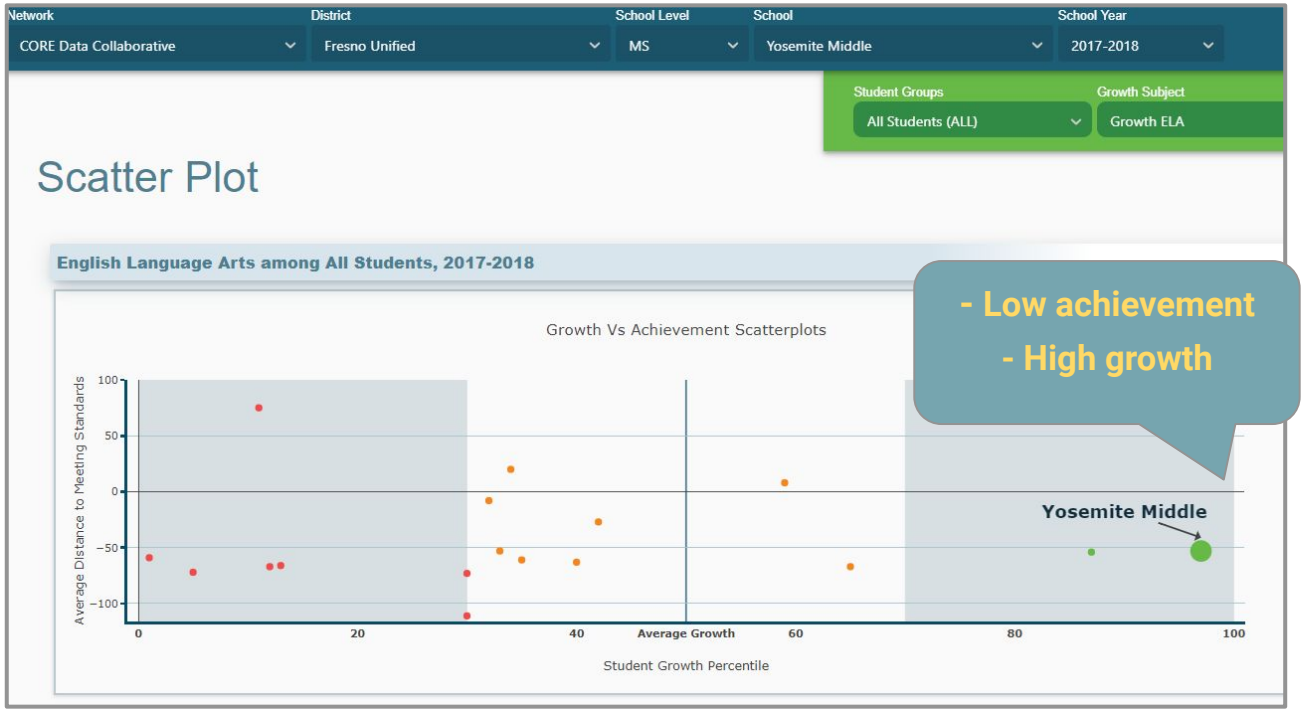
C. Students know a lot, but are growing slower than their peers

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

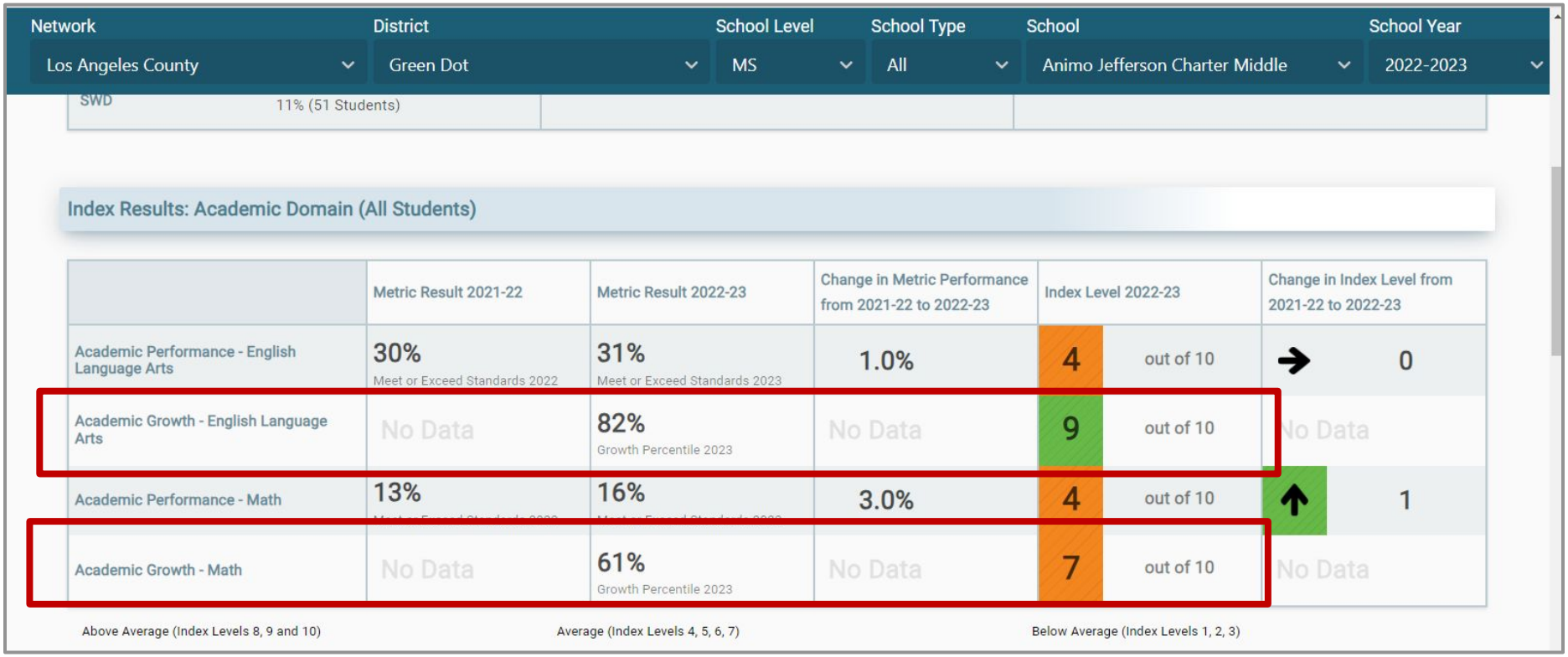
Schools in a district

Academic Growth - Growth AND Achievement



- Deeper analysis of impact when looking at more than just achievement

School Growth Reports on the CORE Dashboard



Network	District	School Level	School Type	School	School Year
Los Angeles County	Green Dot	MS	All	Animo Jefferson Charter Middle	2022-2023

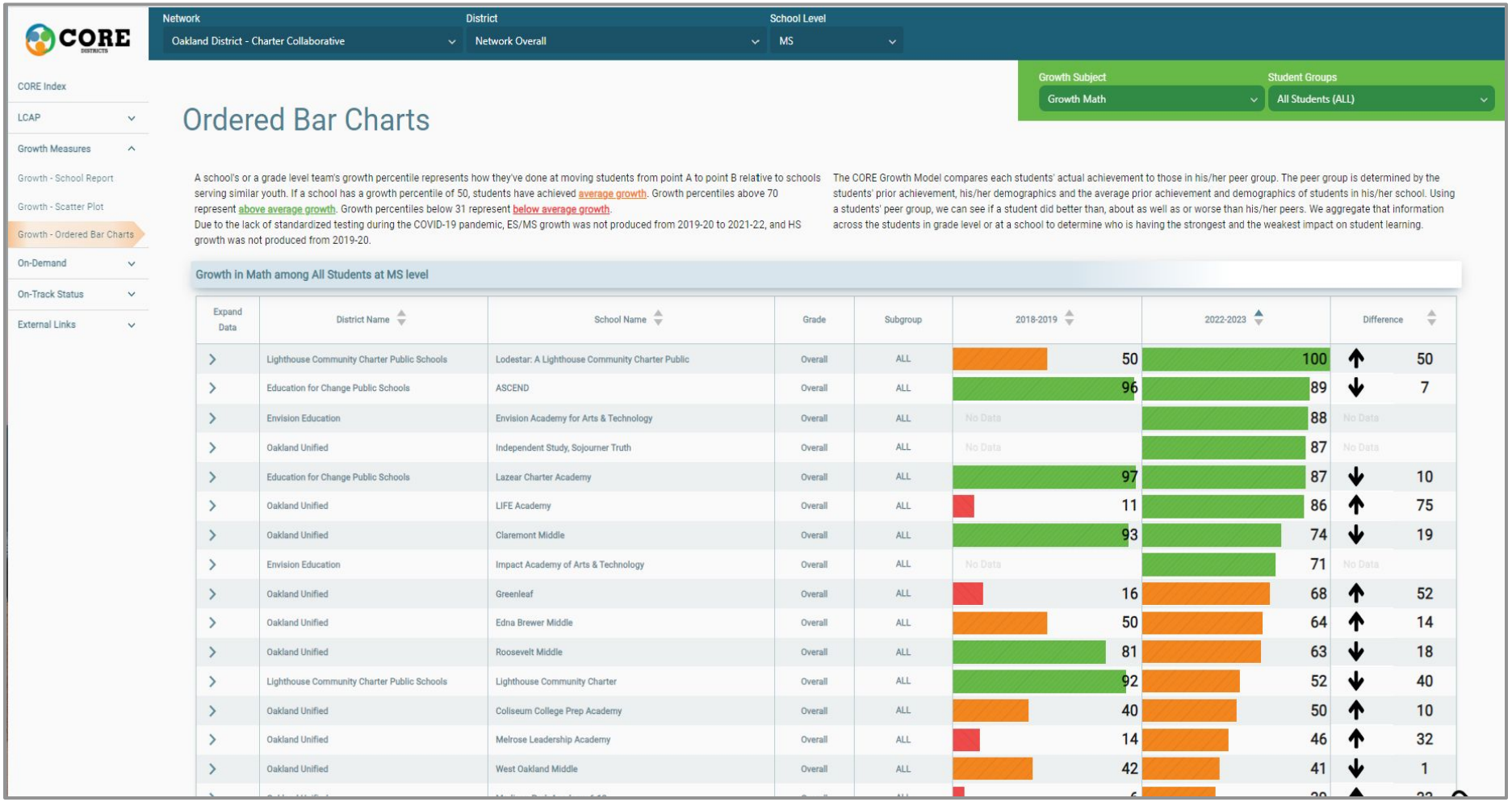
SWD	11% (51 Students)

Index Results: Academic Domain (All Students)

	Metric Result 2021-22	Metric Result 2022-23	Change in Metric Performance from 2021-22 to 2022-23	Index Level 2022-23	Change in Index Level from 2021-22 to 2022-23
Academic Performance - English Language Arts	30% Meet or Exceed Standards 2022	31% Meet or Exceed Standards 2023	1.0%	4 out of 10	→ 0
Academic Growth - English Language Arts	No Data	82% Growth Percentile 2023	No Data	9 out of 10	No Data
Academic Performance - Math	13%	16%	3.0%	4 out of 10	↑ 1
Academic Growth - Math	No Data	61% Growth Percentile 2023	No Data	7 out of 10	No Data

Above Average (Index Levels 8, 9 and 10) Average (Index Levels 4, 5, 6, 7) Below Average (Index Levels 1, 2, 3)

Academic Growth - Ordered Bar Charts



Your Results Review

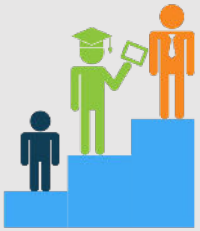
- What are the strengths at this school? Across the Charter org?
  - What can you learn from areas of strength?
- Where can they improve as a school?
  - Not about “naming, blaming, shaming” – we want to “uncover, discover, recover”
  - What can be learned from areas of challenge?
- Conversation starters
  - How would you start talking about this data at the school? Across your the charter org.?
  - What other data would you want to see?
- Interpretation questions
  - **Curricula and instructional materials** - to what extent are the curriculum and instructional materials rigorous and standards aligned to meet the needs of all students?
  - **Instructional strategies** - to what extent are instructional strategies (e.g., unit/lesson/activity design, use of formative/summative assessment data, review of student work, level of rigor of learning activities, varied and purposeful use of whole group/small group/individual learning) being implemented with quality and reliability?
  - **Personnel** - to what extent have there been shifts in teaching and/or leadership personnel that may influence results?
  - **Other** – what other factors are you aware of that may be influencing the results?

Make an Interpretation-3

Is the CORE SGP a valid and reliable metric? Does it bias in favor of higher achieving students? Lower achieving students? Charter students versus USD students?

A word from the Oakland Unified - Charter School Office

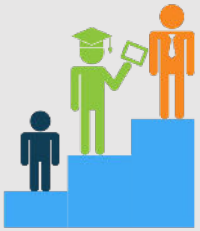
Madison Thomas, Deputy Director



Fair and Efficient: Using the CORE Dashboard for all Charters

- **The Oakland Charter Collaborative:**
  - Charter office sponsors the network
  - Informational sessions with CORE and charter leads
  - Charters sign up and complete data use agreement
  - Charters submit CALPADS data
  - Dashboard available for annual progress reviews and renewal process

CORE & The Charter Renewal Process



Using CORE Growth Data in Renewal Decisions

- CORE achievement and growth has been used in past renewals
- State Board explicitly identified the CORE Growth metric as a valid methodology, as agreed to by the charter and the authorizer
- Charter Authorizers can:
  - Agree to review reviews using CORE data
  - Encourage charters to join the CORE Data Collaborative
  - Sponsor a CORE Data Collab network

SGP Analysis using the CORE Template

- Example report

  [Sample Report]

Time for...

Thank you!