Metric Descriptions and Key Terms

DOMAIN	METRIC	SHORT DESCRIPTION
Academic Domain	**Academic Performance**	Measures the percentage of students who meet grade level standards in English Language Arts and Math as measured by state standardized tests
	Growth	Measures of academic growth examine individual student performance over time. For the purposes of the Index, the CORE Growth model will be designed to look at the extent to which schools have helped students move from point A to point B relative to students who started the school year in a similar place (e.g., in terms of prior achievement and in terms of observable demographics like English Learner status or socioeconomic status).
	High School Readiness	The high school readiness indicator measures the percentage of eighth graders who meet a set of criteria that predict they are highly likely to graduate high school on time: - 8th grade GPA of 2.5 or better, AND - Attendance 96% or better in 8th grade, AND - No D's or F's in ELA or Math in 8th grade, AND - Never suspended in 8th grade.
	Graduation	Every student entering high school is automatically placed into a 4-year cohort. Students who transfer out are subtracted from the cohort. New enrollees are added to the cohort as they transfer in. The number of graduates four years later is used to calculate the 4-year cohort graduation rate (graduates divided by students in the cohort). Similarly, the number of cumulative graduates five and six years later is used to calculate the 5-year and 6-year cohort graduation rates, respectively.
Social-Emotional & Culture Climate Factors	**Chronic Absenteeism**	A student is considered to be chronically absent if that student has an attendance rate of less than or equal to 90%. The number of chronically absent students is then aggregated to the school level to determine the number and proportion of chronically absent students for each school.
	Student/ Staff/ Parent Culture-Climate Surveys	Students in grades five to twelve, teachers and staff, and parents, guardians and caregivers participate in surveys to assess their perceptions of school culture-climate.
	Suspension Rates: (includes students suspended and/or expelled)	The percent of students suspended and/or expelled.
	Social Emotional Skills	Students in grades five to twelve will be asked to self-report on a series of behaviors (e.g., coming to class prepared, following directions) and beliefs (e.g., whether it is more important t be talented or to put forth a lot of effort), that, taken together, have been validated as indicators of social-emotional skills such as self-management and growth mindset.
	ELL Re-Designation Rate	The CORE districts have included a re-designation metric specifically to attend to the reclassification of English Learners as fluent English proficient before youth become Long- Term English-Learners. We are therefore examining re-designation rates in terms of number of students who re-designate in a given year divided by those students redesignated during the year in question plus any non-redesignated English Learners with five years or more of instruction in US schools.

Additional Key Terms and Definitions

TERM	DEFINITION
Elementary School	Generally refers to performance in grades K to 5. For schools where grade 6 is the highest grade, grade 6 is included in elementary school performance.
Middle School	Generally refers to performance in grades 6 to 8. For schools where grade 5 is the lowest grade, grade 5 is included in middle school performance. For schools where grade 9 is the highest grade, grade 9 is included in middle school performance. For schools where grade 6 is the highest grade, grade 6 is included in elementary school performance.
High School	Generally refers to performance in grades 9 to 12. For schools where grade 9 is the highest grade, grade 9 is included in middle school performance.
API Type	In California's API files, all schools are given one school type - elementary, middle or high.
Lowest Performing Racial/Ethnic Subgroup	Identifies the racial/ethnic subgroup for the result in question with the lowest Index level and weakest performance.
English Learner	Includes current English Learners, as well as select Reclassified Fluent English Proficient students (e.g. those who have not yet demonstrated consistent grade level performance on standardized ELA assessments).
Students with Disabilities	Includes all students in special education during the year in question.
Socio-Economically Disadvantaged	All students who are either free or reduced priced lunch or whose parents who have not received a high school diploma.

Further information about the School Quality Improvement System and related methods can be found here at http://coredistricts.org/our-work/school-quality-improvement-system/