

Research Findings

Research Process || Ongoing Research || Research Findings || Work Currently Under Review ||



- **Building Systems Knowledge for Continuous Improvement: Early Lessons from the CORE District**

This report shares learning from the first year of implementation of the CORE Improvement Community, with an eye toward sharing lessons with others looking to implement similar approaches.

- **Development and Implementation of Student Social-Emotional Surveys in the CORE**

Using CORE's student surveys on social-emotional learning from 2015-16, this paper presents validity and reliability evidence of the survey instruments.

- **Exploring Improvement Science in Education: Promoting College Access in Fresno Unified School District**

This continuous improvement brief highlights how Fresno Unified School District (FUSD) developed and utilized its data dashboard and the principles of Improvement Science to increase college access for their students.

- **Using Surveys of Social-Emotional Learning (SEL) and School Climate (CC) for Accountability and Continuous Improvement**

This report and accompanying policy brief show that there is good reason to pursue the measurement of SEL and CC as a way to better understand student and school performance. CORE's SEL and CC measures demonstrate reliability and validity, distinguish between schools, are related to other academic and non-academic measures, and also illuminate dimensions of student achievement that go beyond traditional academic and non-academic indicators. We also show how the SEL and CC measures can be used to identify areas of improvement within schools, such as identifying subgroup gaps or conflicts in CC reports from different respondent groups. [District-specific reports](#) present key results by district, highlighting particular schools where the data suggest improvement is needed.

- **Local Control in Action: Learning from the CORE Districts' Focus on Measurement, Capacity Building, and Shared Accountability**

This study examines how the CORE districts understood, implemented, and responded to their accountability system implemented under the NCLB waiver as a case study for how districts can effectively utilize multiple measures of school quality, develop shared accountability, and build capacity for schools and districts to improve.

- **District Identity crisis: Multiple measures and the identification of schools under ESSA**

Using the innovative measurement system developed by the CORE Districts in California, this study explores how schools can be identified for support and improvement using a multiple measures framework under the Every Student Succeeds Act of 2015.

- **Expanding the definition of student success**

This case study by CORE partner Transforming Education provides an in-depth discussion of how social-emotional competencies—a key component of the CORE Districts’ holistic data system—were prioritized and assessed.

- **Making Students Visible: Comparing Different Student Subgroup Sizes for Accountability**

This policy brief explores the implications of utilizing various subgroup sizes using data from the CORE Districts, showing that the 20+ subgroup size presents clear advantages in terms of the number of students represented, particularly in making historically underserved student populations visible.

- **Using Chronic Absence in a Multi-Metric Accountability System**

This policy memo shows that chronic absence is feasible for inclusion in California’s accountability measurement system using the state’s approach for rating school achievement based on outcome and improvement, or alternatively through an approach that simply looks at performance in a given school year.

- **Should non-cognitive skills be included in school accountability systems? Preliminary evidence from California’s CORE districts**

This policy brief provides early evidence on the validity and reliability of CORE’s measures of students’ Social-Emotional Learning.

- **The CORE districts and deeper learning**

In this brief, the Gardner Center uses the work of the CORE Districts as a case study to explore deeper learning and its importance to educational equity and the goal of college and career and civic readiness for all public school youth.

- **None of us are as good as all of us: Early lessons from the CORE districts**

This AIR report documented the early collaborative work of the CORE districts, showing how and why the districts came together and sharing lessons about how district partnership can accelerate the learning and progress for educators pursuing cross-district collaboration.