Educating Children in Poverty: Data Driven Decisions for Leadership

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E3 Alliance is a Catalyst For Educational Change in Central Texas

Mission

E3 Alliance uses **objective data** and focused **community collaboration** to align our education systems so **all students succeed** and lead Central Texas to **economic prosperity**

E3 serves as the Central Texas regional P-16 Council

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Using the Right Data to Make the Right Decisions: Four Examples

✓ Statewide data to inform policy
✓ Regional data to enable communities to drive action
✓ (Highly disaggregated) regional and campus data to support improved local practices
✓ District and campus data to
  ➢ Change local policy and practice
  ➢ Identify schools for transformational improvement
1: Pathways of Promise Math Analysis

- Statewide analysis of mathematics course-taking pathways and how they correlate to later outcomes
  - Identify student math course-taking pathways
  - Might course-taking policies of HB 5 have unintended consequences?
  - Identify equity gaps in math course taking and how to address them
Gaps in Higher Education Outcome Rates by Highest Math

Outcomes of Students in HS for 4 Years, Texas 2004 First Time 9th Grade Cohort

- 89% High School Graduation
- 56% Higher Ed Enrollment
- 39% 2nd Year Higher Ed Persistence
- 21% 6 Yr Higher Ed Completion
- 8% STEM/IT Degree Completion

Highest Math in High School:
- Algebra II

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% of Students in High School for 4 Years

- High School Graduation
- Higher Ed Enrollment
- 2nd Year Higher Ed Persistence
- 6 Yr Higher Ed Completion
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Highest Math in High School
- Advanced Placement
- PreCalculus
- Algebra II

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Pathways of Promise Math Analysis

✓ Sharing with legislators to inform evolution of HB 5 and course-taking policies

✓ Regional community of practice (9 districts ++) formed to close income gaps in math course taking

✓ Educator development initiative launched to improve middle school math instruction

✓ Sharing regional pipeline data with 5 other regions across state to drive regional action
2: Absence Reasons Study

- **Which** students miss school, **where** and **why**?
- Primary research; first of its kind study in Texas (maybe US?)
- Data to drive regional decision-making:
  - How community systems interact with student attendance and achievement
- Collected, analyzed and mapped **detailed** student attendance data from representative sample schools
Absence Reasons Study: What Did We Find?

% of Absences by Absence Reason

- Acute Illness: 48%
- Skipping: 5%
- Chronic Illness: 4%
- Family Emergency: 4%
- Routine Dental Appt: 3%
- Preventative Medical: 2%
- Travel: 2%
- Mental Health Issue: 2%
- Suspension (not ISS): 1%
- Family Responsibility: 1%

Source: E3 Alliance analysis of absence data from 9 schools in PISD & HCISD, 1/14/13-3/8/13
Secondary ‘Flu’ Peak Matches Acute Illness Absences

Absences By Week August – March for 2012-13

Source: E3 Alliance analysis of Absence data from 9 schools in PISD & HCISD August 2012 through March 2013
Influenza-Like Illness doctor visit data from Austin/Travis County Health and Human Services

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Absence Reasons Study->
Flu Immunization Campaign

✓ Partnered with two private companies to provide flu vaccines to ALL students at no cost to districts or families

✓ 2014: Largest in-school flu immunization program in the state; 6500 vaccines in 56 schools

✓ 2016: 14 districts; 350+ schools
  ▪ All elementary and middle schools in 13 CTX districts
  ▪ Expanding to Houston area
  ▪ Targeting ~75,000 vaccines!
3: Eliminating Gaps Analysis

- Regional initiative responding to national challenge to address persistent opportunity gaps faced by boys and young men of color
- Strong intent but lack of direction

- **Provide Focus**: use objective data analysis to *identify those metrics that will make the biggest difference* in closing gaps for young men of color

- **Support Action**: Provide comparative data sets to help institutions and our community *move the needle* on these metrics
Disciplinary Referral Rates
Middle Schools

<table>
<thead>
<tr>
<th>Category</th>
<th>Non-Low Income</th>
<th>Low Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian Male</td>
<td>1% (n=12)</td>
<td>1% (n=13)</td>
</tr>
<tr>
<td>White Male</td>
<td>4% (n=56)</td>
<td>4% (n=56)</td>
</tr>
<tr>
<td>Hispanic Male</td>
<td>11% (n=1250)</td>
<td>14% (n=2312)</td>
</tr>
<tr>
<td>Black Male</td>
<td>21% (n=184)</td>
<td>28% (n=599)</td>
</tr>
<tr>
<td>Asian Female</td>
<td>1% (n=305)</td>
<td>3% (n=327)</td>
</tr>
<tr>
<td>White Female</td>
<td>3% (n=13)</td>
<td>14% (n=356)</td>
</tr>
<tr>
<td>Hispanic Female</td>
<td>7% (n=327)</td>
<td>19% (n=356)</td>
</tr>
<tr>
<td>Black Female</td>
<td>13% (n=99)</td>
<td>28% (n=599)</td>
</tr>
</tbody>
</table>

Weighted Average: 32.9%
Disproportionality Difference = 30.1%

Source: E³ Alliance analysis of PEIMS data at the UT Austin Education Research Center
Disciplinary Referral Rate
Bright Spots Analysis

*Excludes Juvenile Justice-focused schools, schools with <10% target population, schools masked because of small populations
My Brother’s Keeper

Greater Austin Area

Eliminating Gaps Analysis

✓ Chose two metrics at each level of the education pipeline that will make the biggest difference in closing gaps for young men of color

✓ Identified “Bright Spots” schools doing best for MBK target students as compared to similar schools

✓ Committees of community leaders and educators doing qualitative studies to look for replicable practices

✓ Regional Steering Committee supporting pilot efforts and measuring changes over time
4: Changing Policy & Practice Using 3D Growth

- Superintendents, leaders frustrated by “one dimensional” measure of minimum passing rate
- E3 Alliance adapted the most robust academic growth model in the country for Texas students
- Used in 15+ states by both teacher unions and state superintendents
- Provide:
  - a more direct measure of learning
  - a more equitable basis for comparing schools that serve different student populations
  - campuses of promising practices based on student learning
Example 3D Growth Bubble Chart
3D Growth, Central Texas Middle Schools

% Met STAAR/TAKS ELA

% Low Income

State Average

Low Growth
Normal Growth
High Growth

Student Growth Along Learning Continuum

# Tested
3D Growth, Central Texas Middle Schools
Changing Policy & Practice Using 3D Growth

✓ **3D Growth** data provided to Central Texas districts to support changes in district policies, campus practices

✓ Now offering intensive fee-for-service district workshops to support process improvement

✓ Working with TEA to provide for targeted turnaround schools

✓ Used by E3 to ID schools for transformational efforts and evaluate progress
Using the Right Data to Make the Right Decisions

✓ Complex data analysis is difficult and costly (and sometimes controversial) but worth it to support robust decisions
✓ Scope of analysis depends on intended use: statewide, regional, district, campus,…
✓ Texas has robust data sources that continue to improve… but primary research still (sometimes) required
✓ Huge progress, but more work to do to build a truly data-driven culture in education