



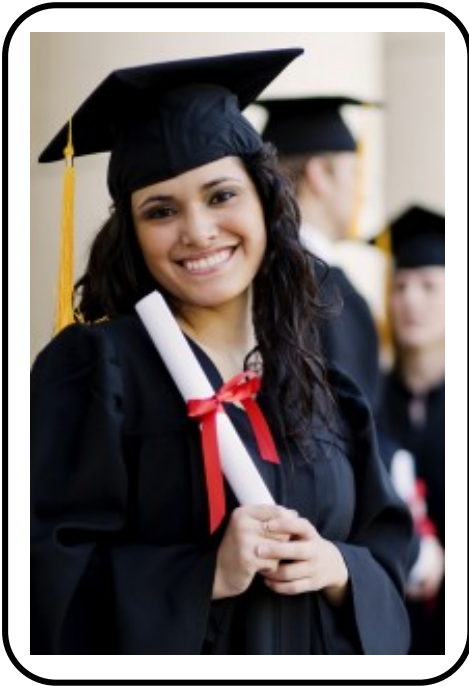
# Educating Children in Poverty: Data Driven Decisions for Leadership

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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***

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

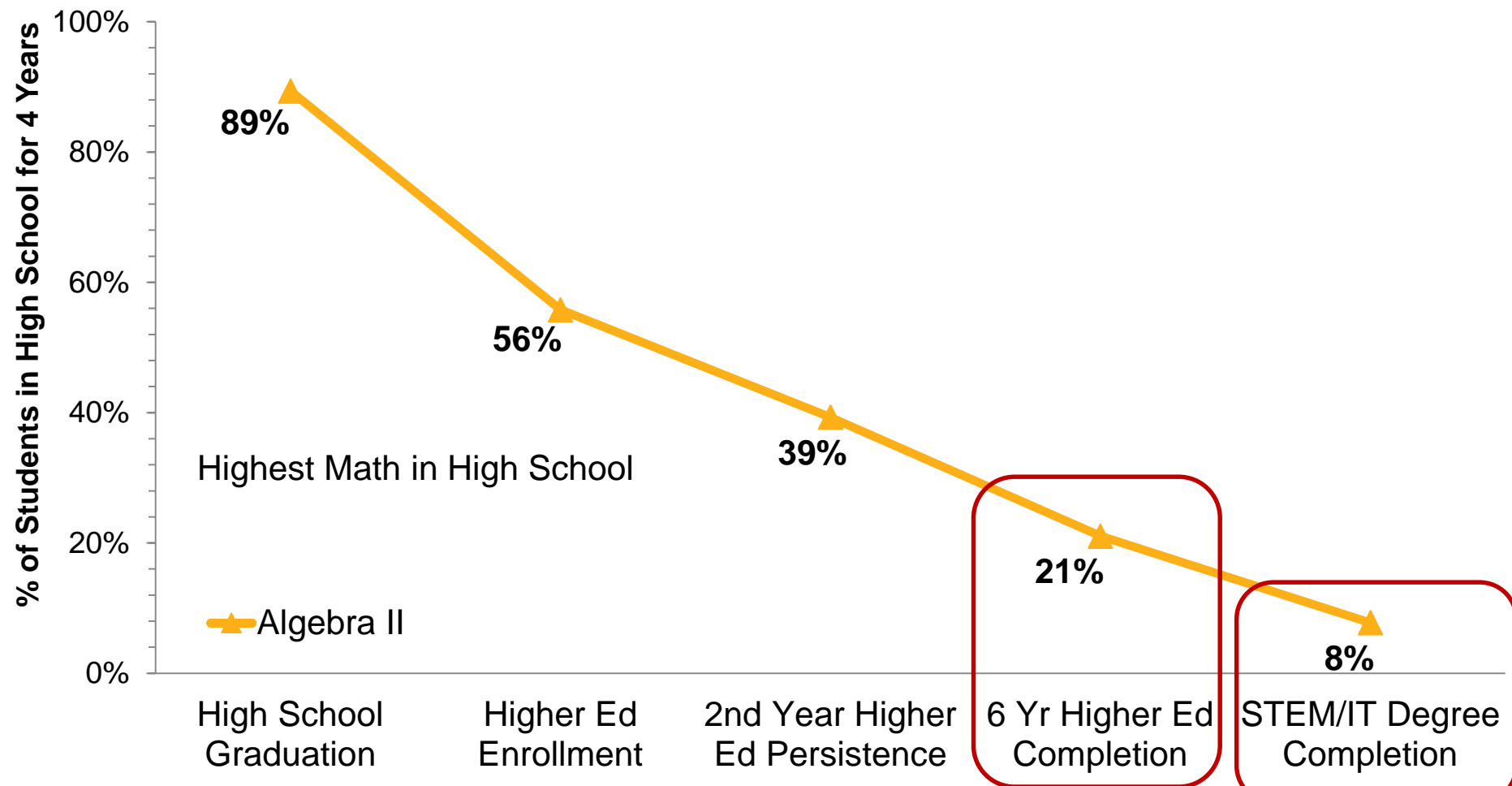
- ✓ Statewide data to inform policy
- ✓ Regional data to enable communities to drive action
- ✓ (Highly disaggregated) regional and campus data to support improved local practices
- ✓ District and campus data to
  - Change local policy and practice
  - Identify schools for transformational improvement

# 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

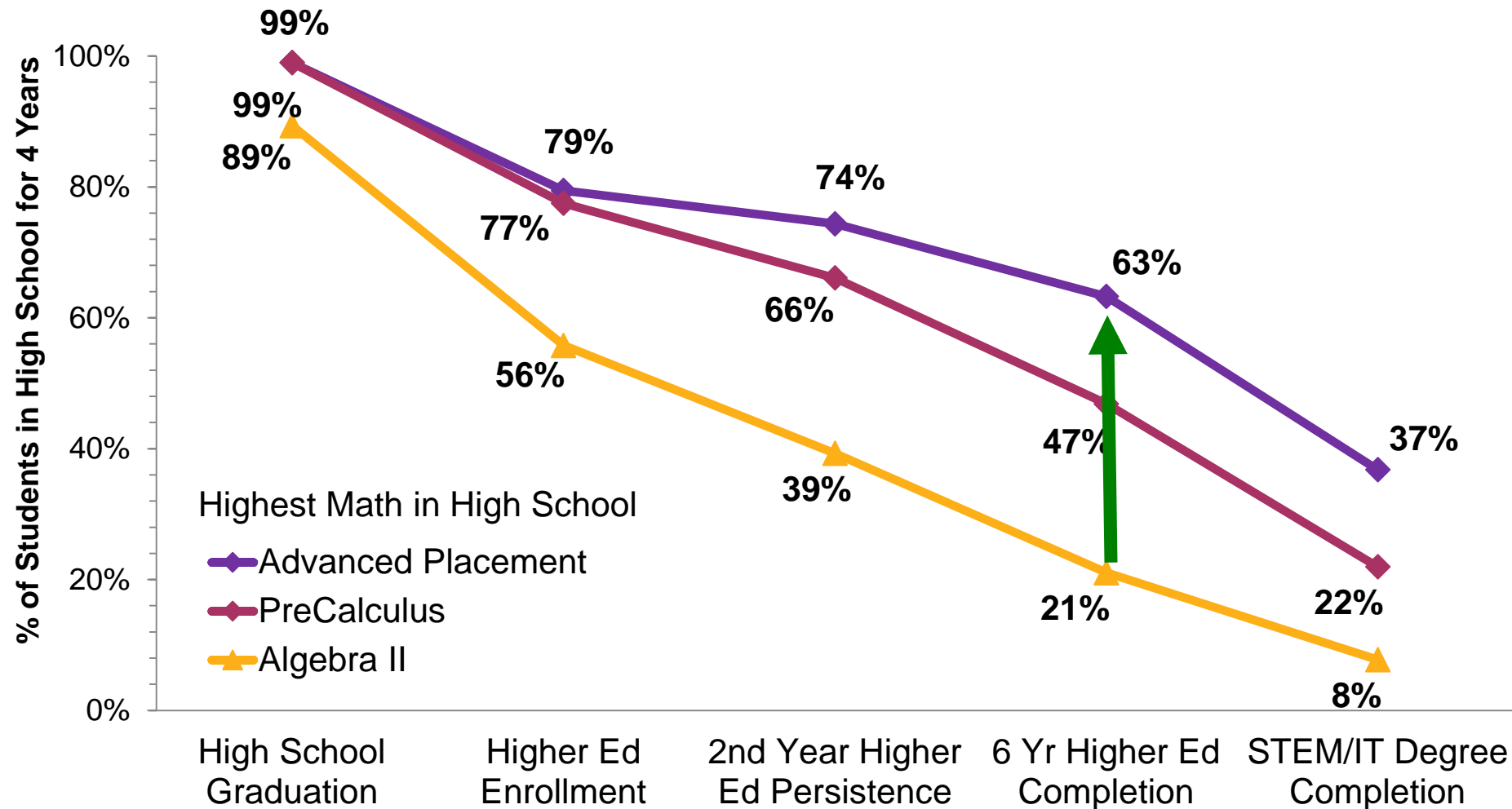
# Gaps in Higher Education Outcome Rates by Highest Math

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



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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

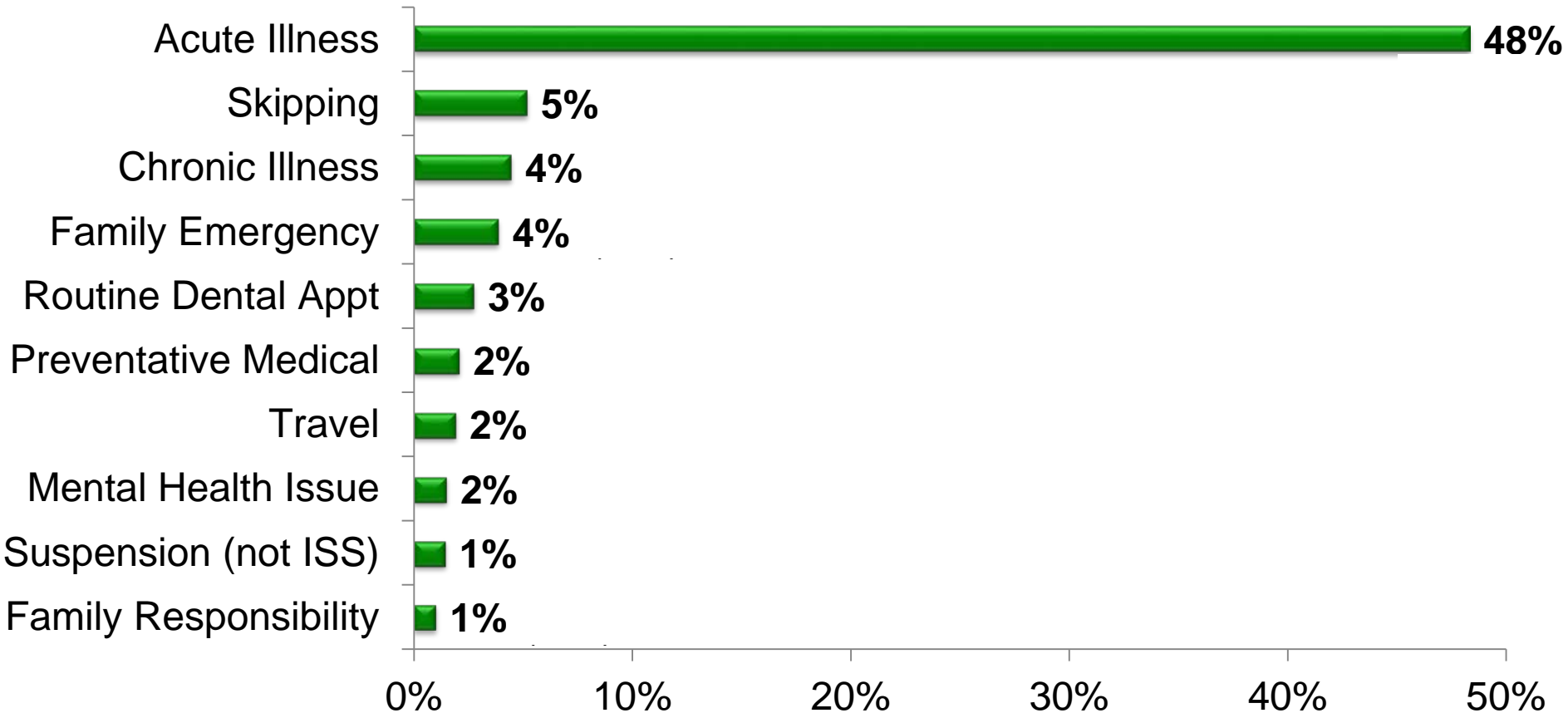
## 2: Absence Reasons Study

- **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



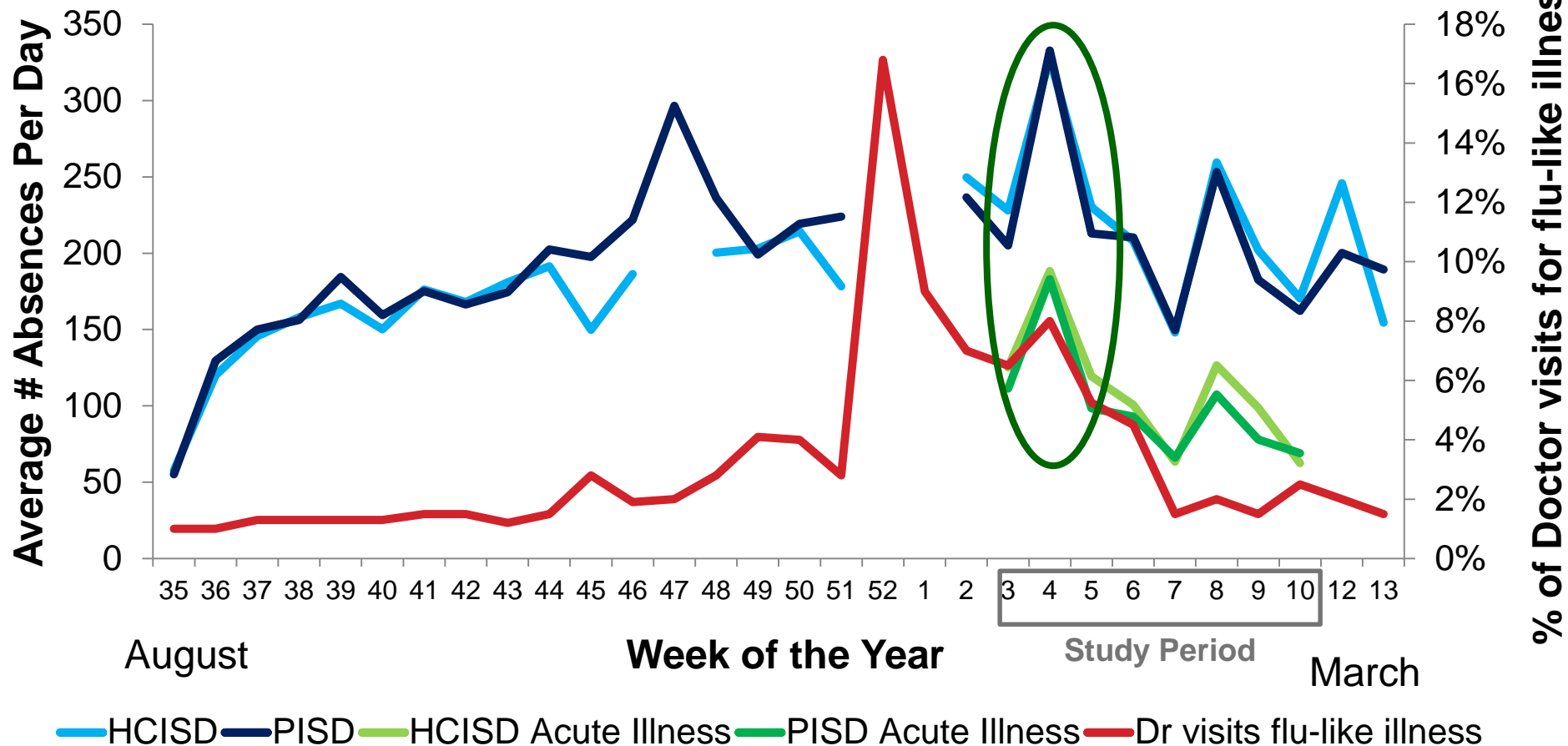
# Absence Reasons Study: What Did We Find?

## % of Absences by Absence Reason



# 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

## 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!***

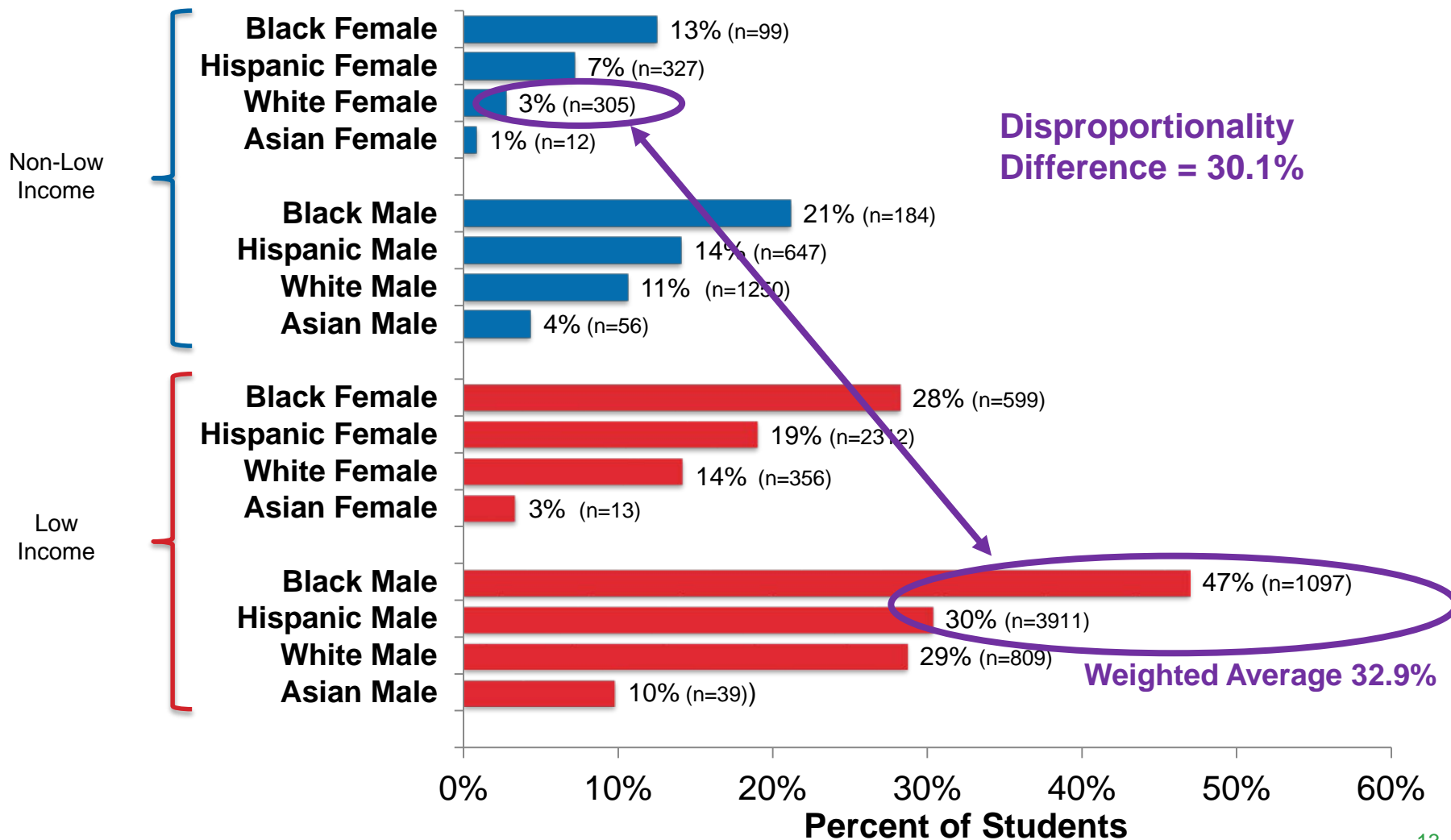
# **BROTHER'S KEEPER**

GREATER AUSTIN AREA

## 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



# Disciplinary Referral Rate

## Bright Spots Analysis



\*Excludes Juvenile Justice-focused schools, schools with <10% target population, schools masked because of small populations

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## Eliminating Gaps Analysis

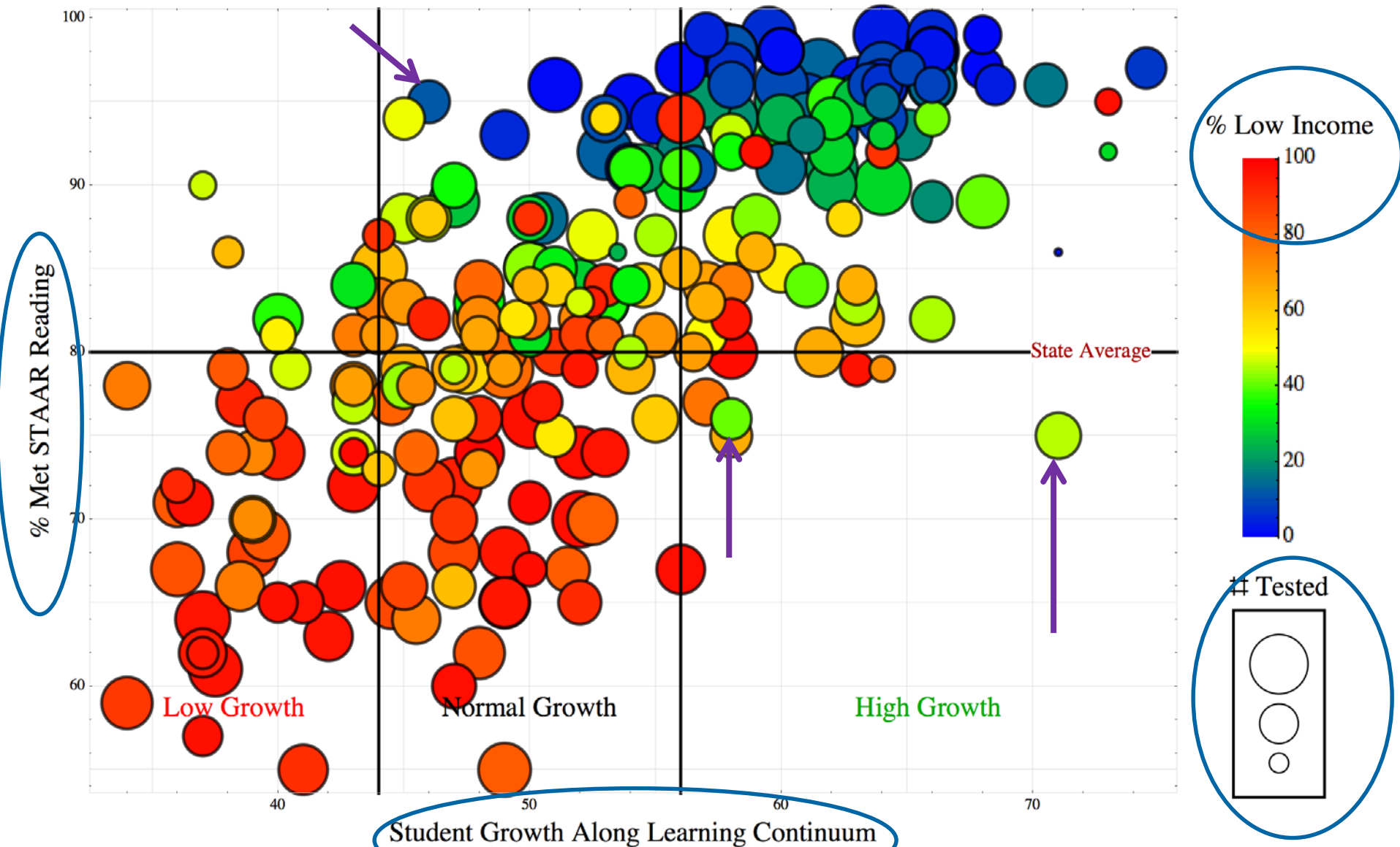
- ✓ Chose two metrics at each level of the education pipeline *that will make the biggest difference* in closing gaps for young men of color
- ✓ Identified “Bright Spots” schools doing best for MBK target students as compared to similar schools
- ✓ Committees of community leaders and educators doing 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

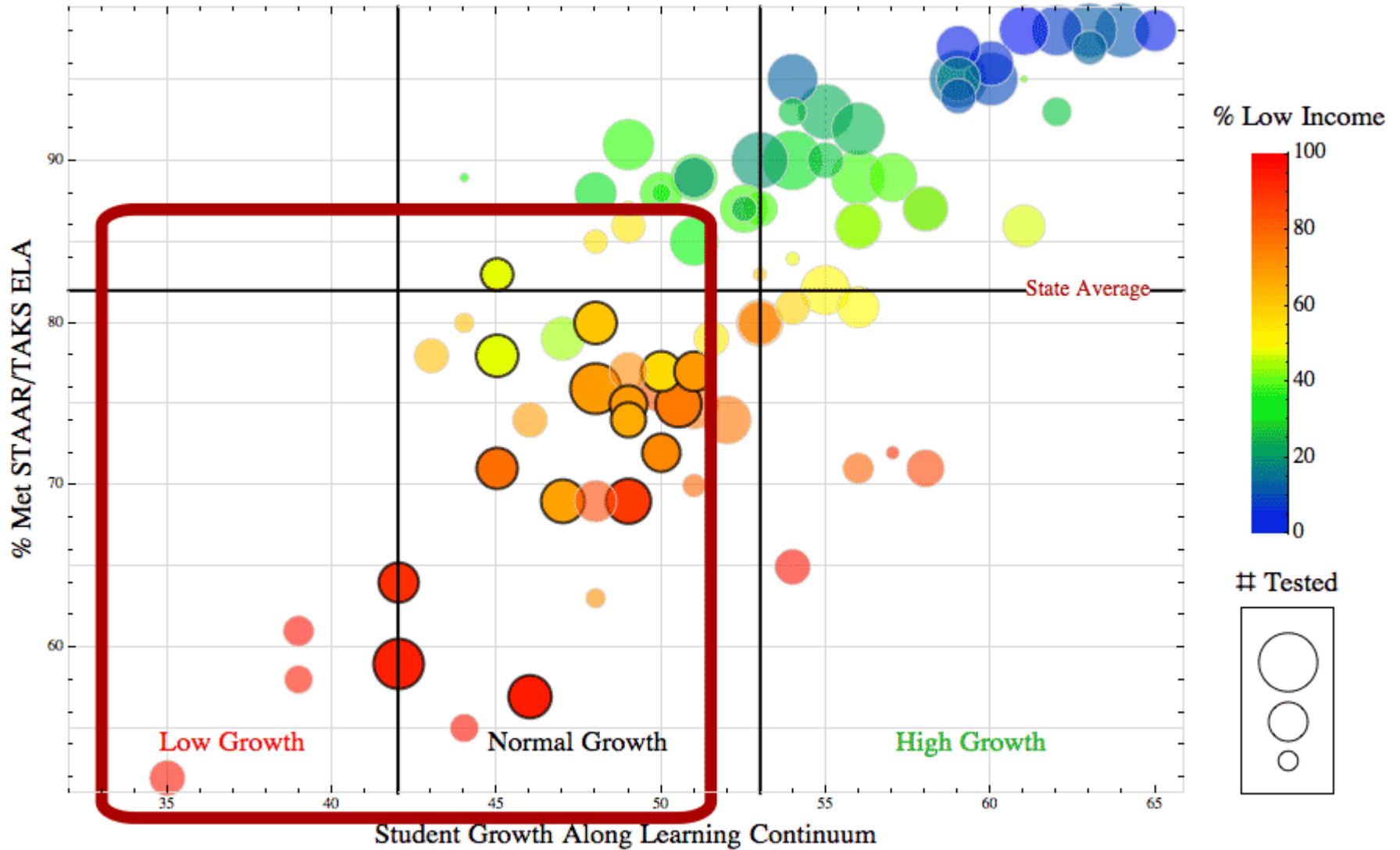
- Superintendents, leaders frustrated by “one dimensional” measure of minimum passing rate
- E3 Alliance adapted the most robust academic growth model in the country for Texas students
- Used in 15+ states by both teacher unions and state superintendents
- Provide:
  - a more direct measure of learning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



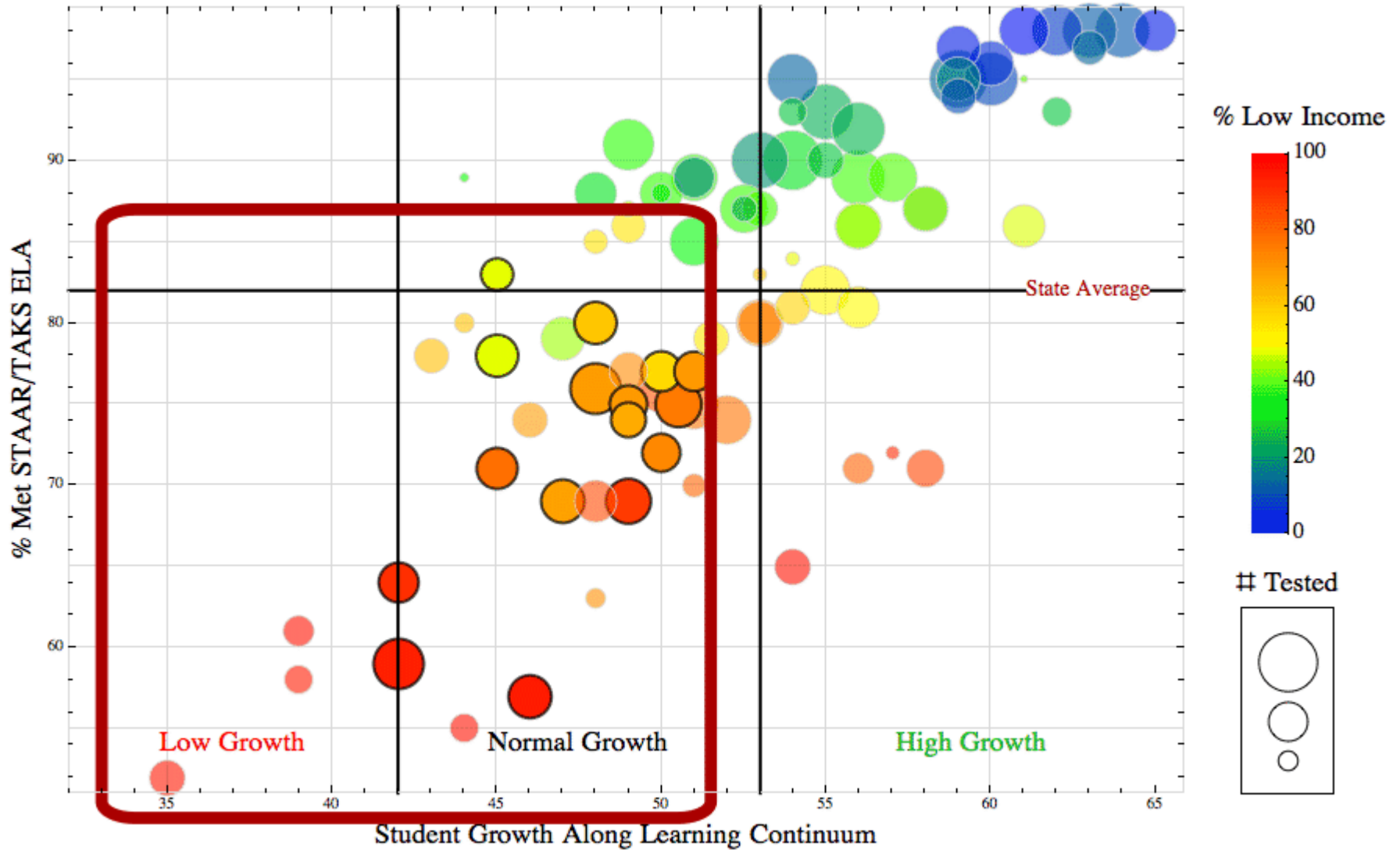
# Example 3D Growth Bubble Chart



# 3D Growth, Central Texas Middle Schools



# 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