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EDUCATION EQUALS ECONOMICS

My BROTHER'S KEEPER

Disproportional Difference Data Analysis

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Proud Member of:
THE Blueprint for EDUCATIONAL CHANGE™

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- National initiative launched in 2014 by President Obama to *address persistent opportunity gaps faced by boys and young men of color and ensure that all young people can reach their full potential.*

- ~200 Communities around the country have accepted the Challenge

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GREATER AUSTIN AREA

- Vision:

Become a national model for boosting academic achievement, enhancing health and well-being and elevating the lifetime prosperity for young boys and men of color.

- Committee Structure:

1. Ensure all children enter school ready & read at grade level by 3rd grade
2. Ensure middle school students have advanced opportunities by 8th grade
3. Ensure all youth graduate high school college & career ready
4. Ensure all youth complete post-secondary and are employed
5. Ensure males of color have equitable access to healthcare
6. Ensure violence to and by males of color is prevented and increase second chances

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Disproportional Difference Data Analysis: WHY?

- **Provide Focus**: use objective data analysis to identify those metrics that will make the biggest difference in closing gaps for young men of color
  - ✓ Choose range of metrics at each level of the education pipeline
  - ✓ Determine disproportional difference for all metrics
  - ✓ ID 2 focus metrics based on disproportional difference & other factors
- **Support Action**: Provide comparative data sets to help institutions and our community *move the needle* on these metrics
  - ✓ What factor(s) most influence metric? (Gender/ethnicity/income)
  - ✓ Which schools are bright spots across the region?
  - ✓ Provide districts data to compare schools and focus actions

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Data Analysis Goal 1

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

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Disproportional Difference Comparisons

- Each metric is calculated by income (low income or not), Gender (male or female), and Ethnicity (Black, Hispanic, White, Asian) – 16 total categories
- "Target Population" is a weighted average of Black and Hispanic low income males
- "Comparison Population" is White, non-low income females
- Disproportional difference is the percentage point difference between the target and comparison groups

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Early Education Metrics Reviewed

- % of eligible students enrolled in Pre-K
- % Chronically absent in Pre-K
- School readiness at beginning of K – Social emotional skills
- School readiness at beginning of K – Academic skills
- % Retained in Grade 1
- % Passed 3rd grade reading test

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Disproportional Differences in Metrics: Early Education

Metric	Disproportionality Difference	# Impacted	Notes
% Passed 3rd grade reading test	42.7	2217	
School readiness at beginning of K – Academic skills	32.6	1893	Dropped this year for the first time in 5 years! Possible reasons: more free lunch kids, less early investment
School readiness at beginning of K – Social emotional skills	26.9	1562	Critical driver of later outcomes
% Chronically absent in Pre-K	-12.6	626	Number is relatively low but this is a strong predictor of absence and outcomes in high school
% of eligible students enrolled in Pre-K	-11.6	603	Pre-K enrollment, after taking into account other factors, increases readiness 4X
% Retained in Grade 1	2.5	880	

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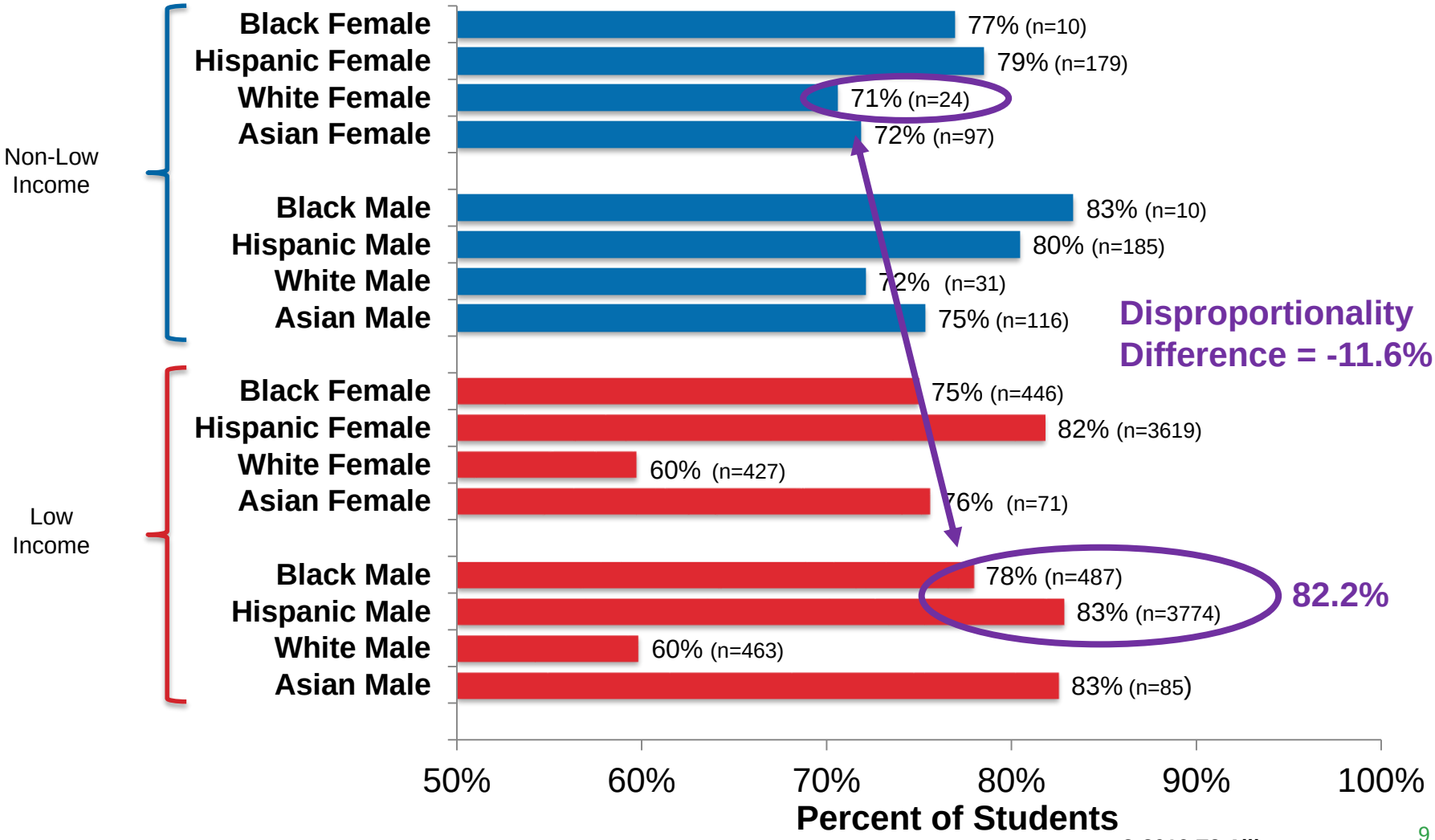
% of Eligible Students Enrolled in Pre-K
2013-2014



Source: E3 Alliance analysis of PEIMS data at the UT Austin Education Research Center

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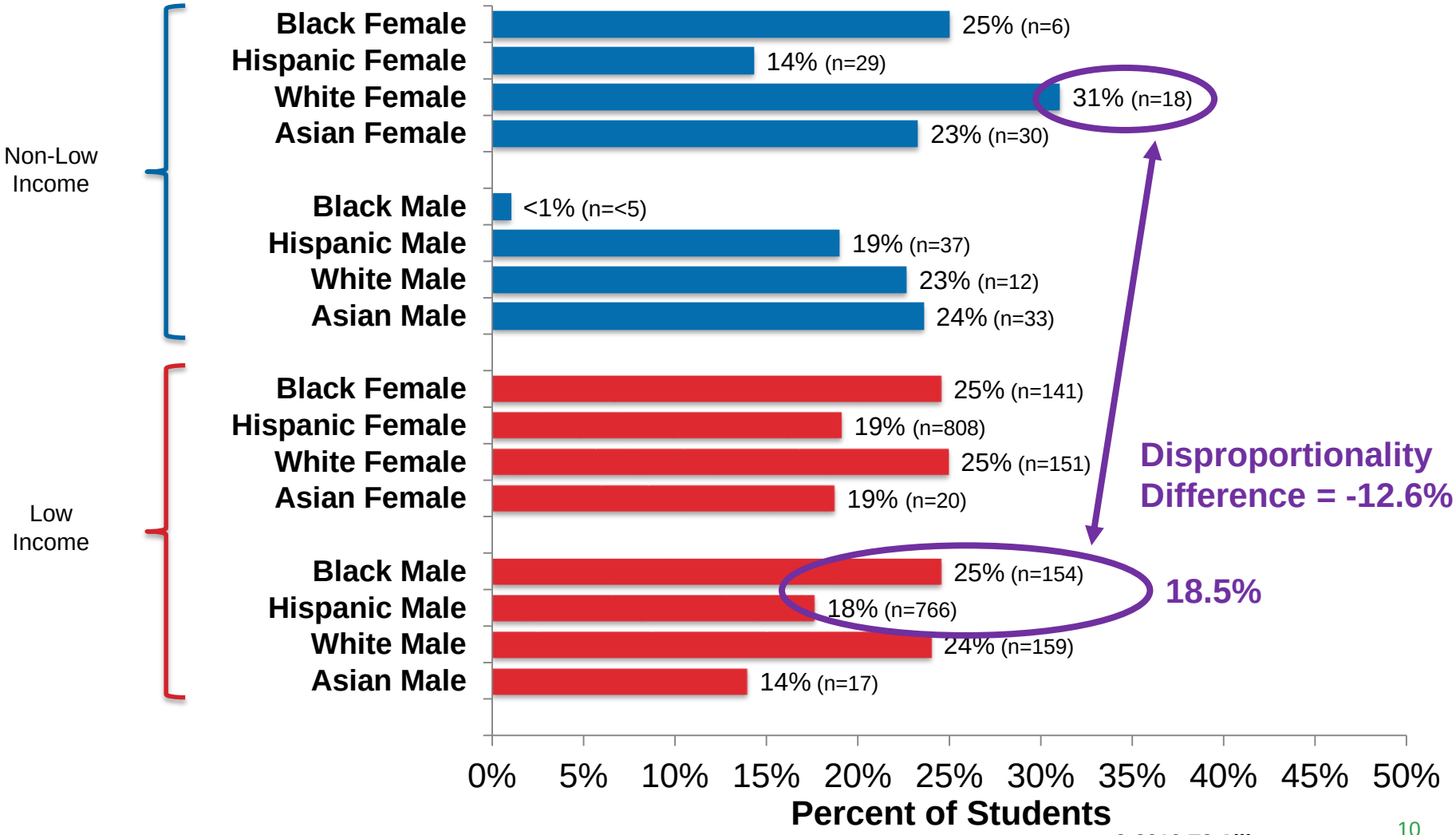
Chronic Absence Rates

Pre-K, 2013-2014



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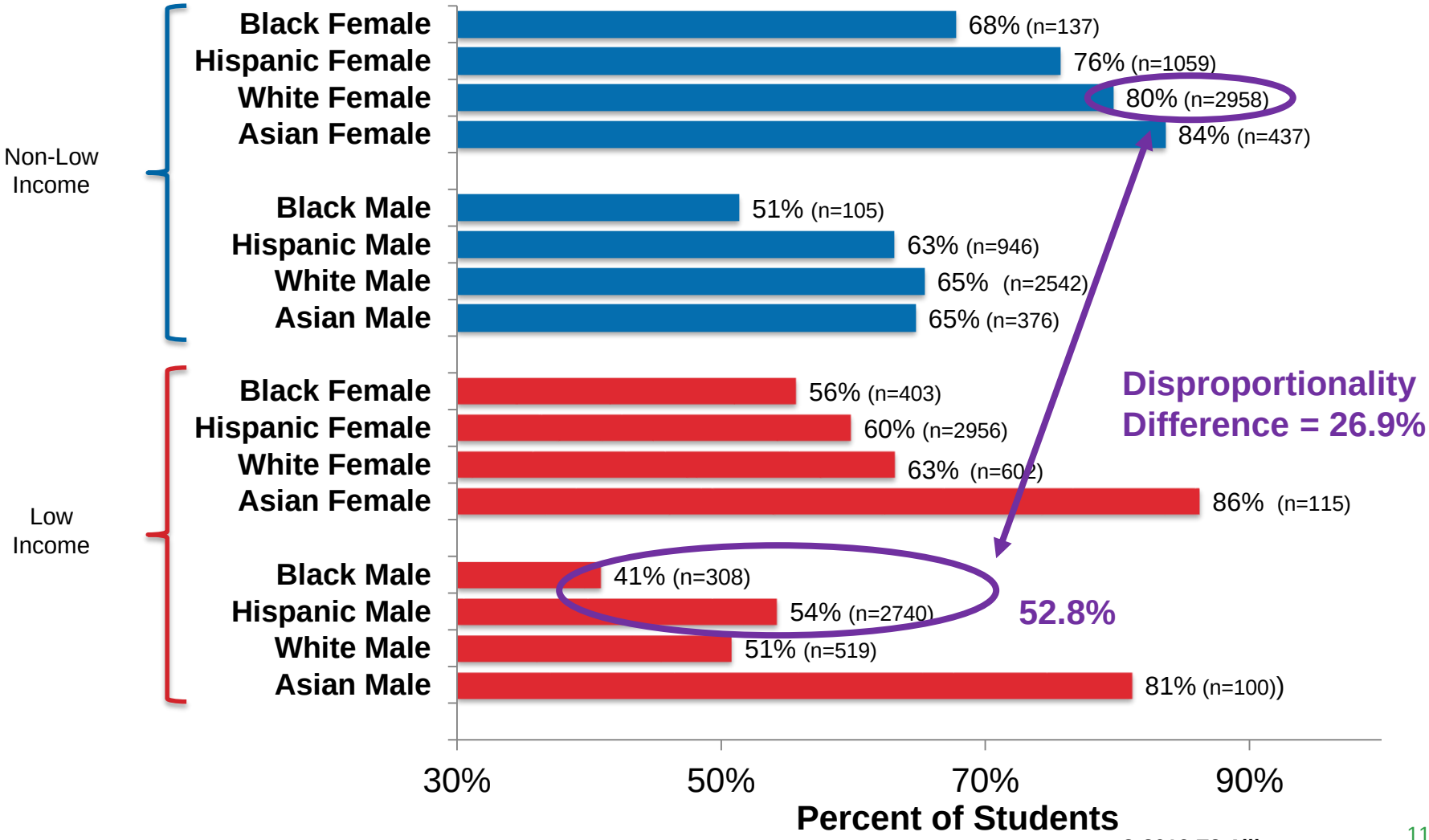
School Readiness – Social Emotional Skills

Beginning of Pre-K, 2010-2014



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School Readiness – Academic Skills

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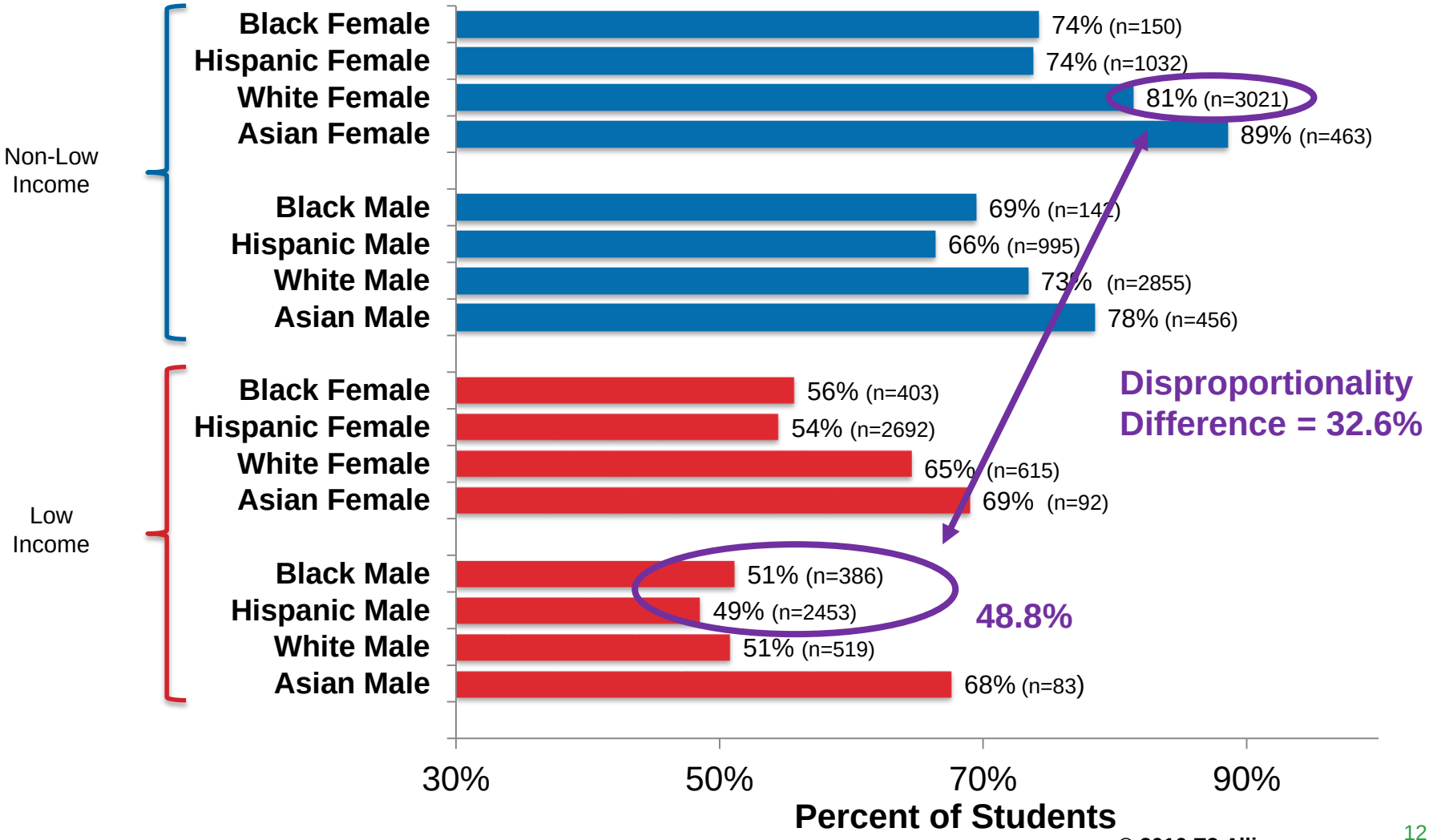

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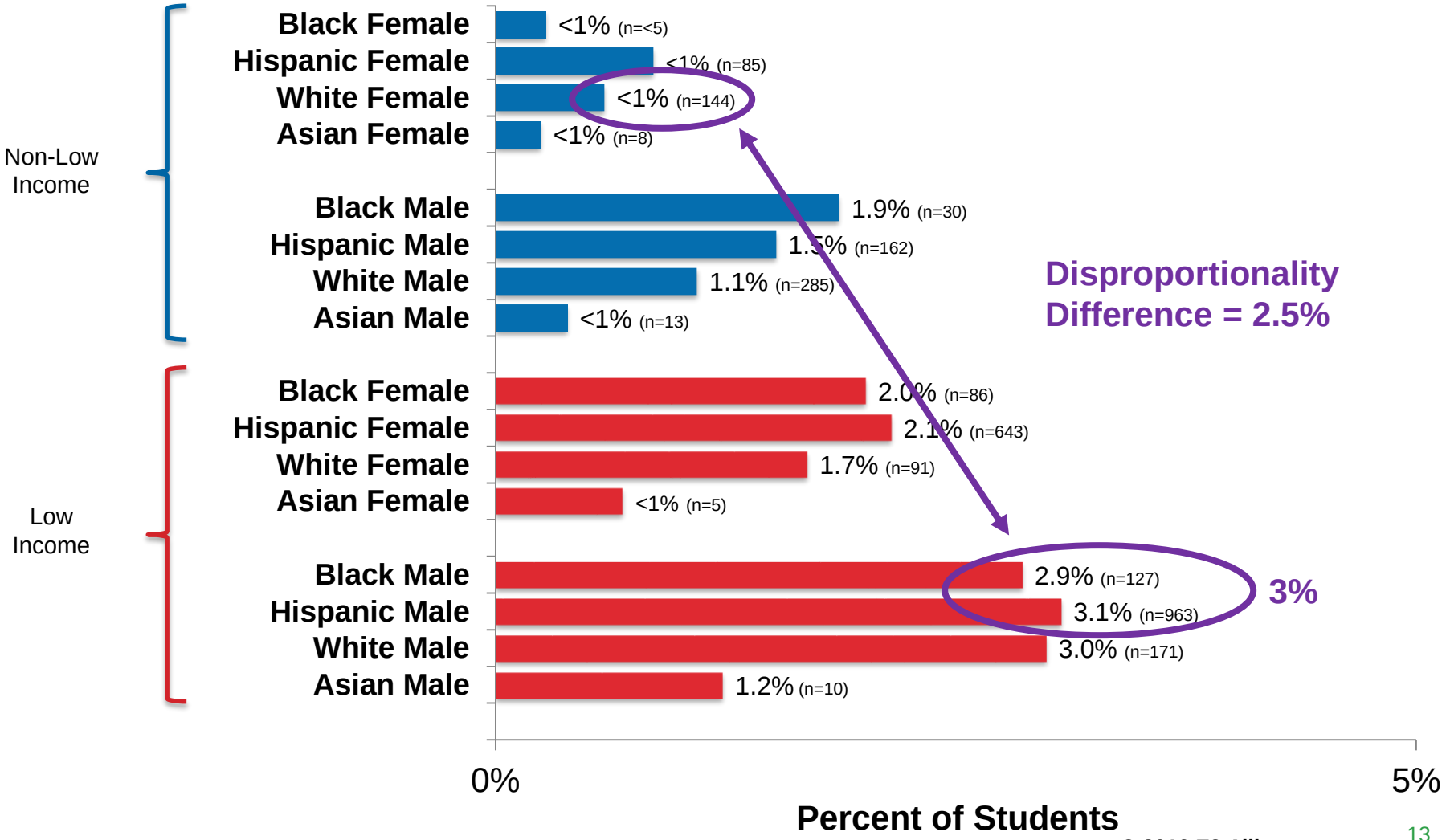
Grade Retention Rates

Kindergarten-Grade 2, 2012-2014



Source: E3 Alliance analysis of PEIMS data at the UT Austin Education Research Center

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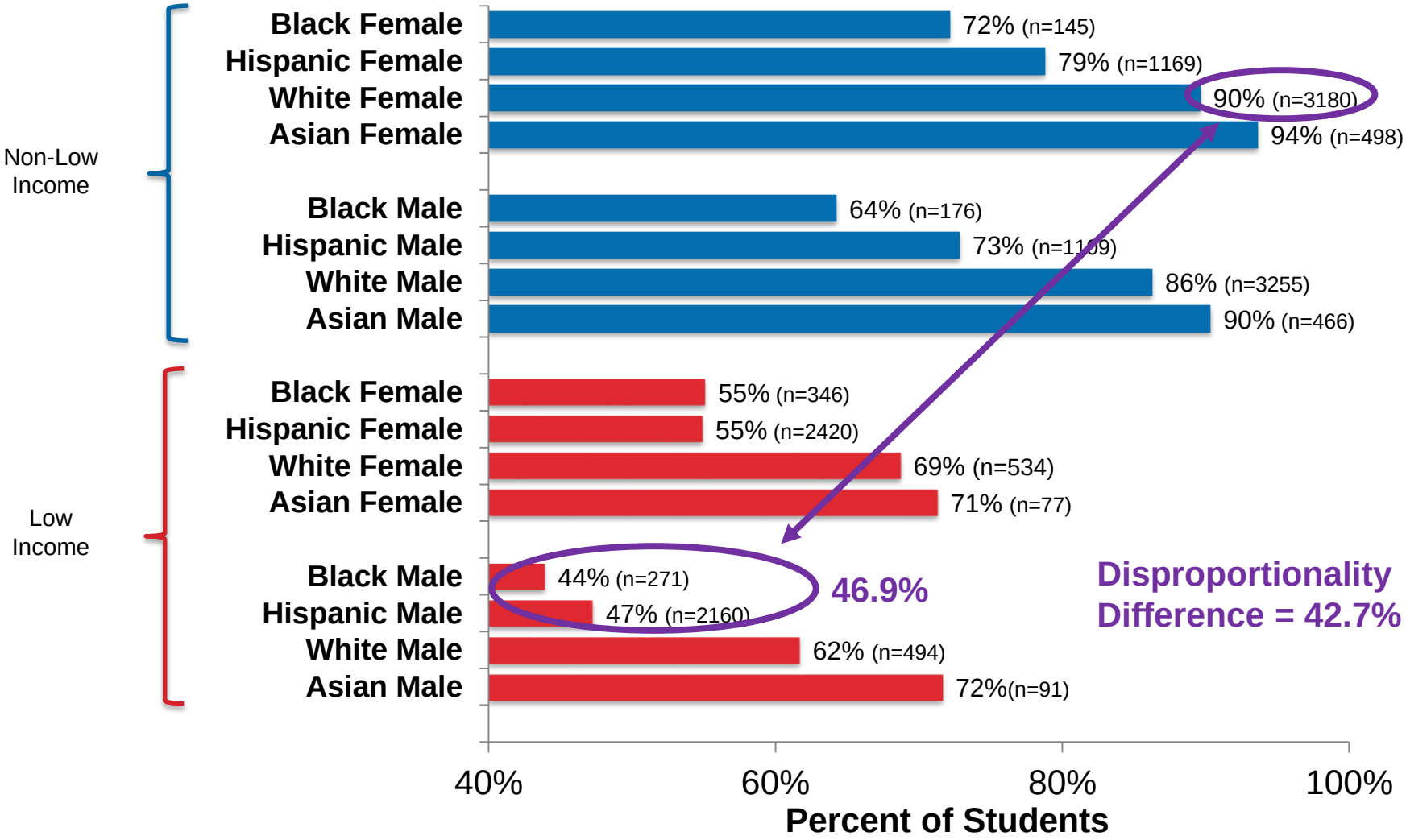
Reading STAAR Exam Passing Rate

Grade 3, Spring 2015



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Choosing "Top 2" Focus Metrics

Decision Criteria:

- Greatest disproportionality for our target students
- Number of students potentially impacted
- Potential to change outcomes
- "Leading" versus "lagging" indicator
- Ability to amplify existing work

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Data Analysis Goal 2

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

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Focus Metric: School Readiness – Social Emotional Skills

- ✓ Disproportional difference is the third largest of all the metrics
- ✓ Incorporates social (nonacademic) factors in student success
- ✓ Highly predictive of later academic and non-academic outcomes
- ✓ Social-emotional skills especially critical when students start to “learn how to learn”

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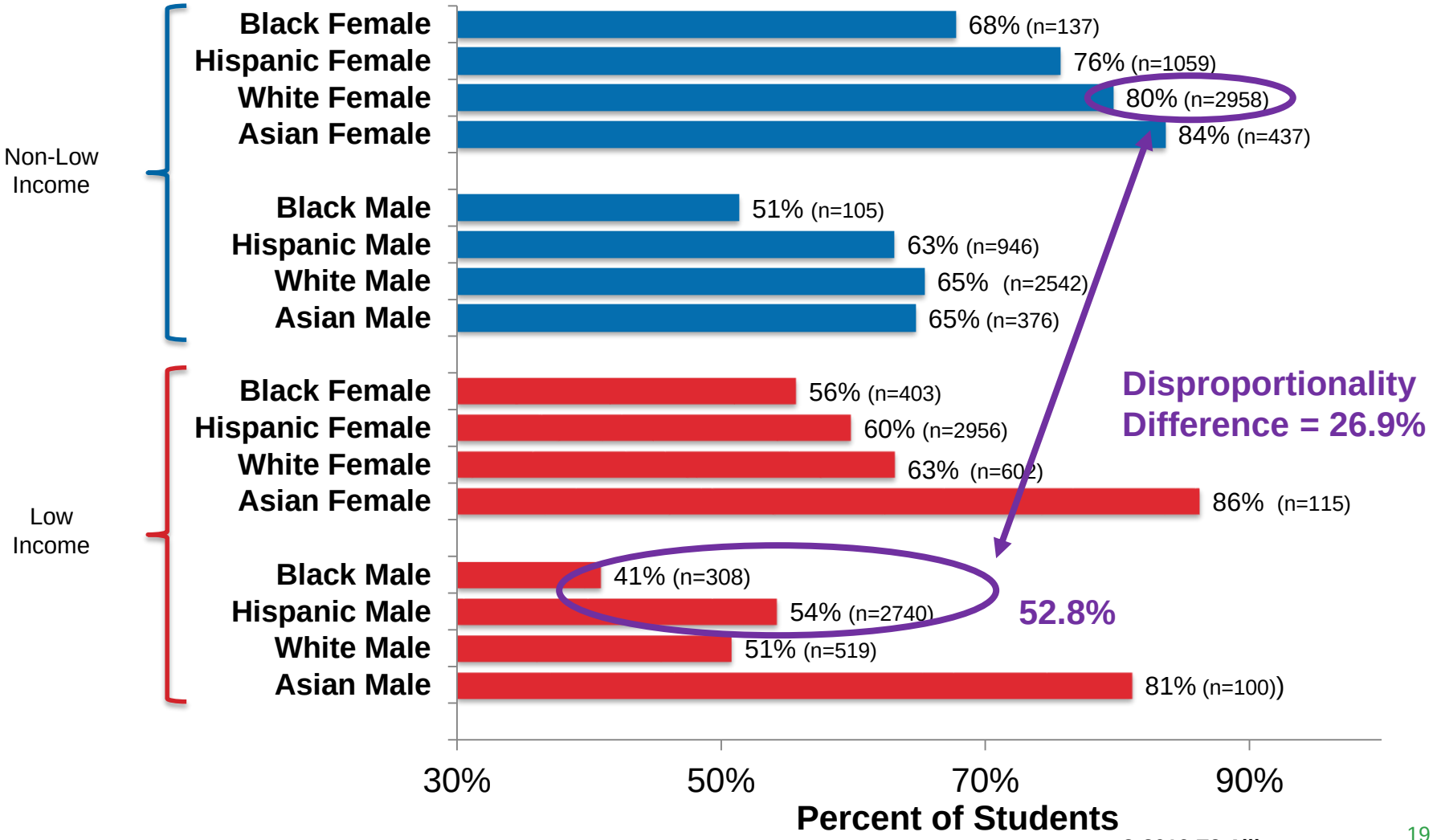
School Readiness – Social Emotional Skills

Beginning of Pre-K, 2010-2014



Source: E3 Alliance analysis of PEIMS data at the UT Austin Education Research Center

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What is Social Emotional Learning

"Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions."

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5 Competencies of SEL

1. SELF-AWARENESS	• What are my thoughts and feelings? • What causes those thoughts and feelings? • How can I express my thoughts and feelings respectfully?
2. SELF-MANAGEMENT	• What different responses can I have to an event? • How can I respond to an event as constructively as possible?
3. SOCIAL AWARENESS	• How can I better understand other people's thoughts and feelings? • How can I better understand why people feel and think the way they do?
4. RELATIONSHIP SKILLS	• How can I adjust my actions so that my interactions with different people turn out well? • How can I communicate my expectations to other people? • How can I communicate with other people to understand and manage their expectations of me?
5. RESPONSIBLE DECISION MAKING	• What consequences will my actions have on myself and others? • How do my choices align with my values? • How can I solve problems creatively?

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Characteristics of Impactful SEL Programs

- Focus on developing empathy, impulse control, and self-regulation strategies
- Respond to misbehavior with positive behavioral interventions and supports
- Use a multi-faceted approach (meditation and mindfulness, service-learning, fitness classes)
- Incorporate wider community by making a school-wide commitment to the program
- Grades and other performance indicators should reflect SEL achievement as well as academic achievement
- Involve students in every stage of the program, from design and implementation to evaluation

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SEL Linked to Later Outcomes

- Increase students' academic performance by 11 percentage points on average.
- Reduce aggression and emotional distress
- Reduce misbehavior and amount of time spent on classroom management, increase time for teaching and learning
- Strengthens students' relationships with peers, teachers and parents
- Increases self-regulation and the ability to control and mange thoughts

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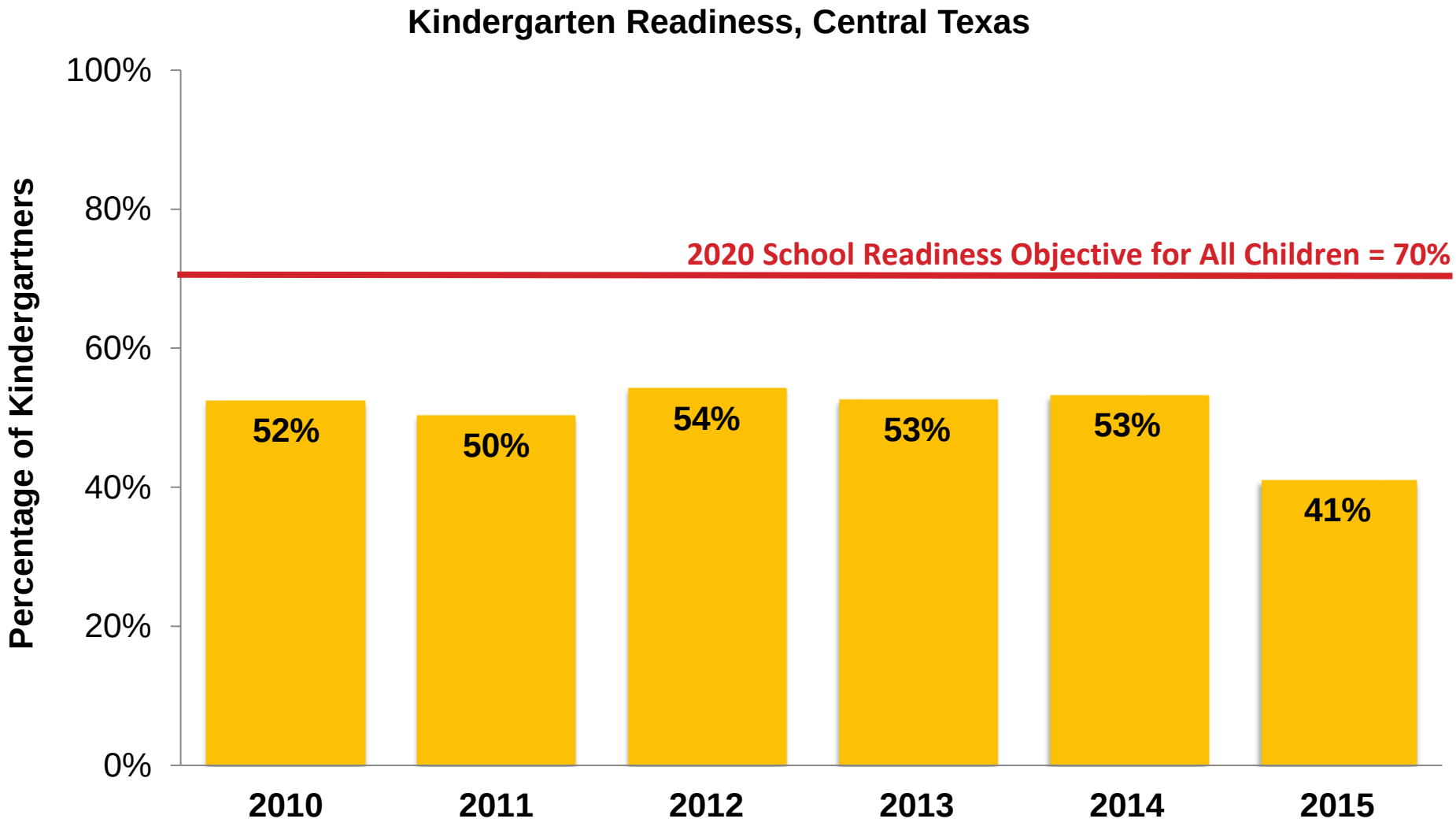
Kindergarten Readiness Rate Dropped in 2015



Source: E3 Alliance Analysis of *Ready,Set,K!* weighted data

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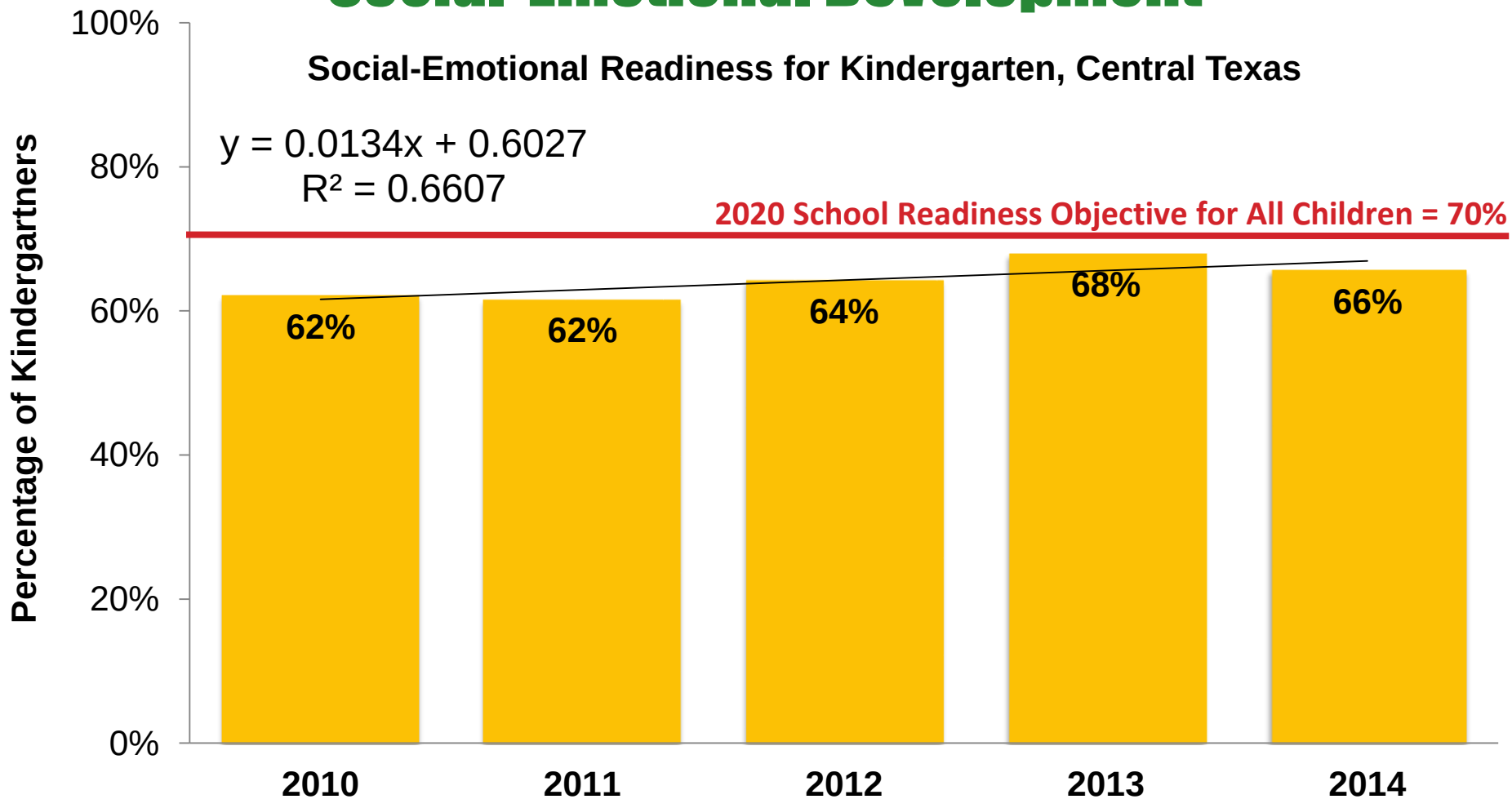
Prior to 2015, Increasing Readiness In Social-Emotional Development



Source: E3 Alliance Analysis of *Ready,Set,K!* weighted data

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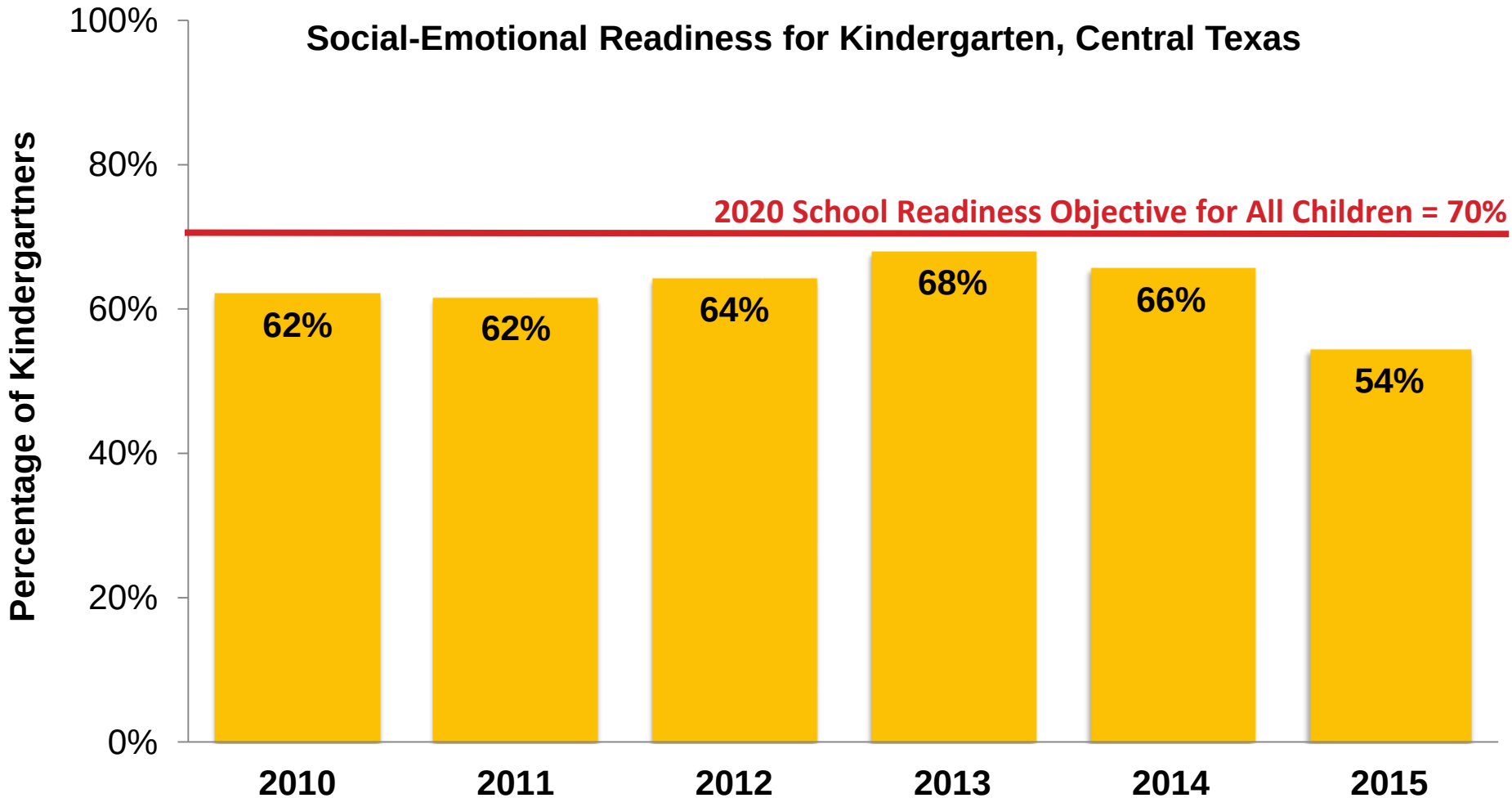
Social Emotional Readiness Rate Dropped in 2015



Source: E3 Alliance Analysis of *Ready,Set,K!* weighted data

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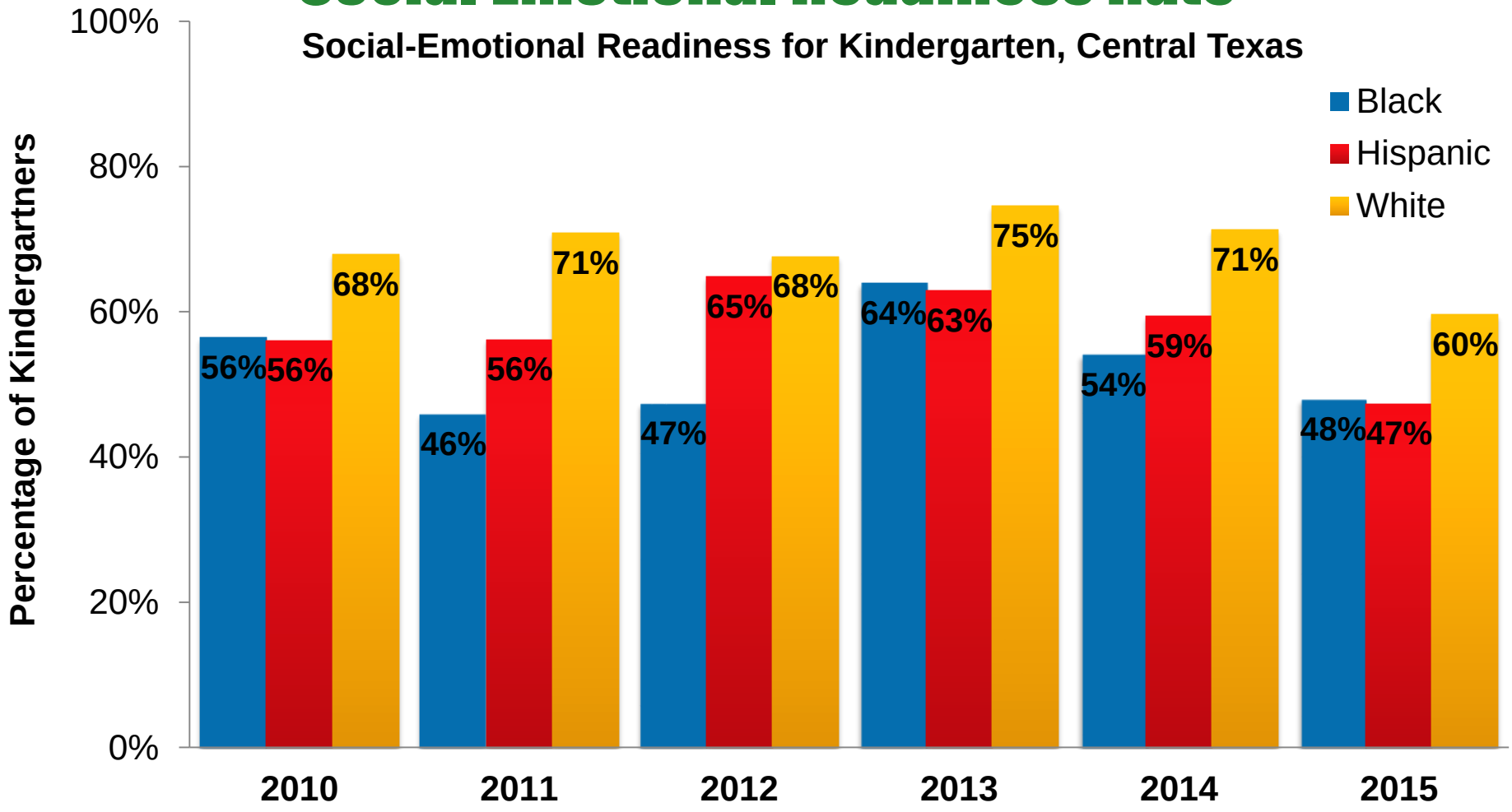
White Children Have Higher Social Emotional Readiness Rate



Source: E3 Alliance Analysis of *Ready,Set,K!* weighted data

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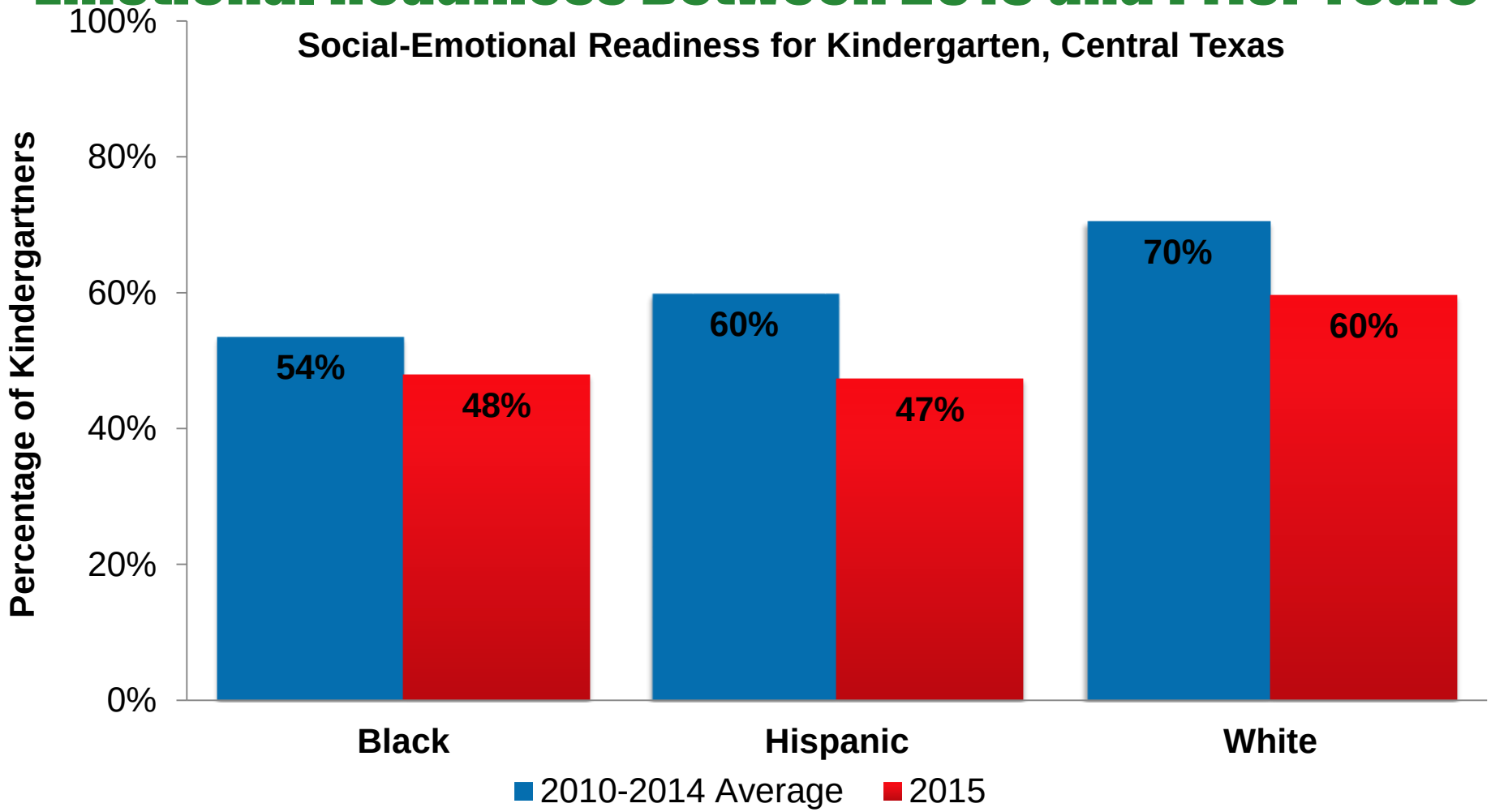
Hispanic Students Show Greatest Drop in Social Emotional Readiness Between 2015 and Prior Years



Source: E3 Alliance Analysis of *Ready,Set,K!* weighted data

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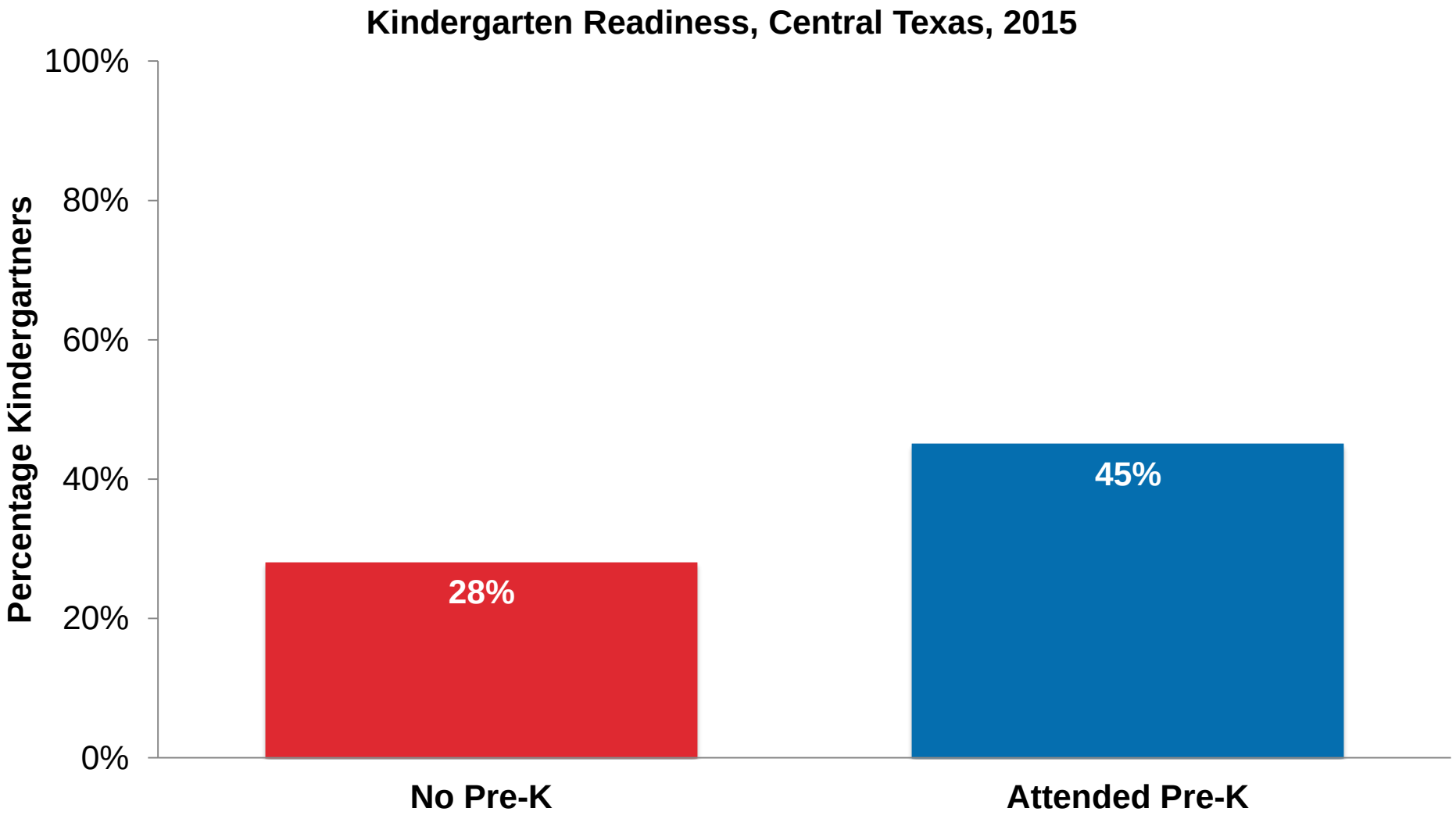
More Kindergartners With Pre-K Are Ready



Pre-K = ISD Pre-K + Child care center Pre-K
Source: E3 Alliance Analysis of *Ready,Set,K!* weighted data

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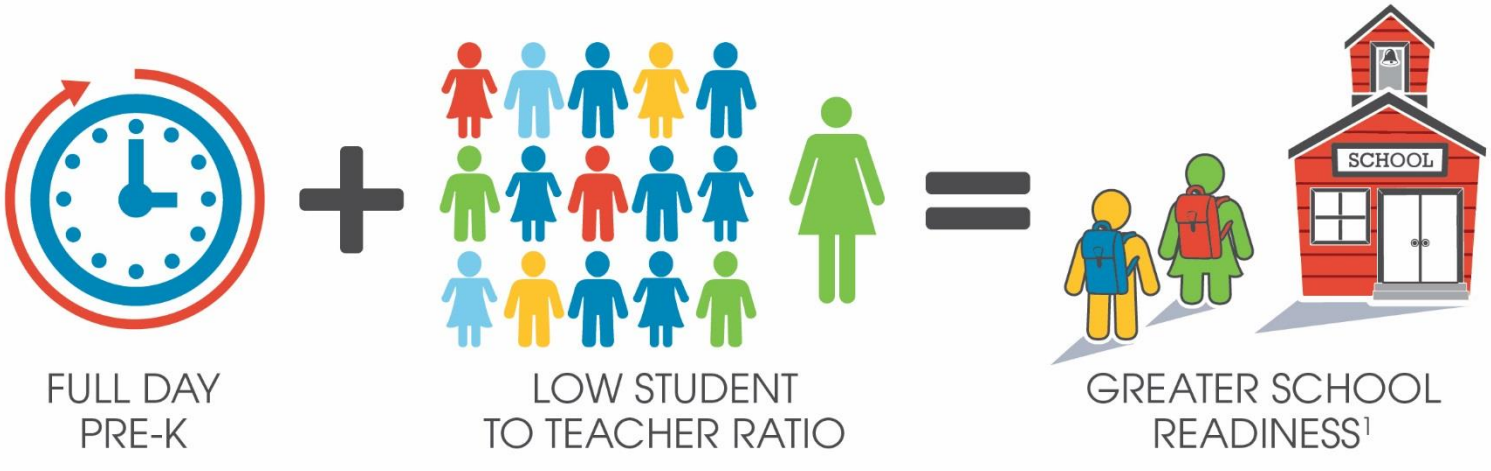
FULL-DAY, LOW-RATIO PRE-K — BETTER FOR OUR KIDS!



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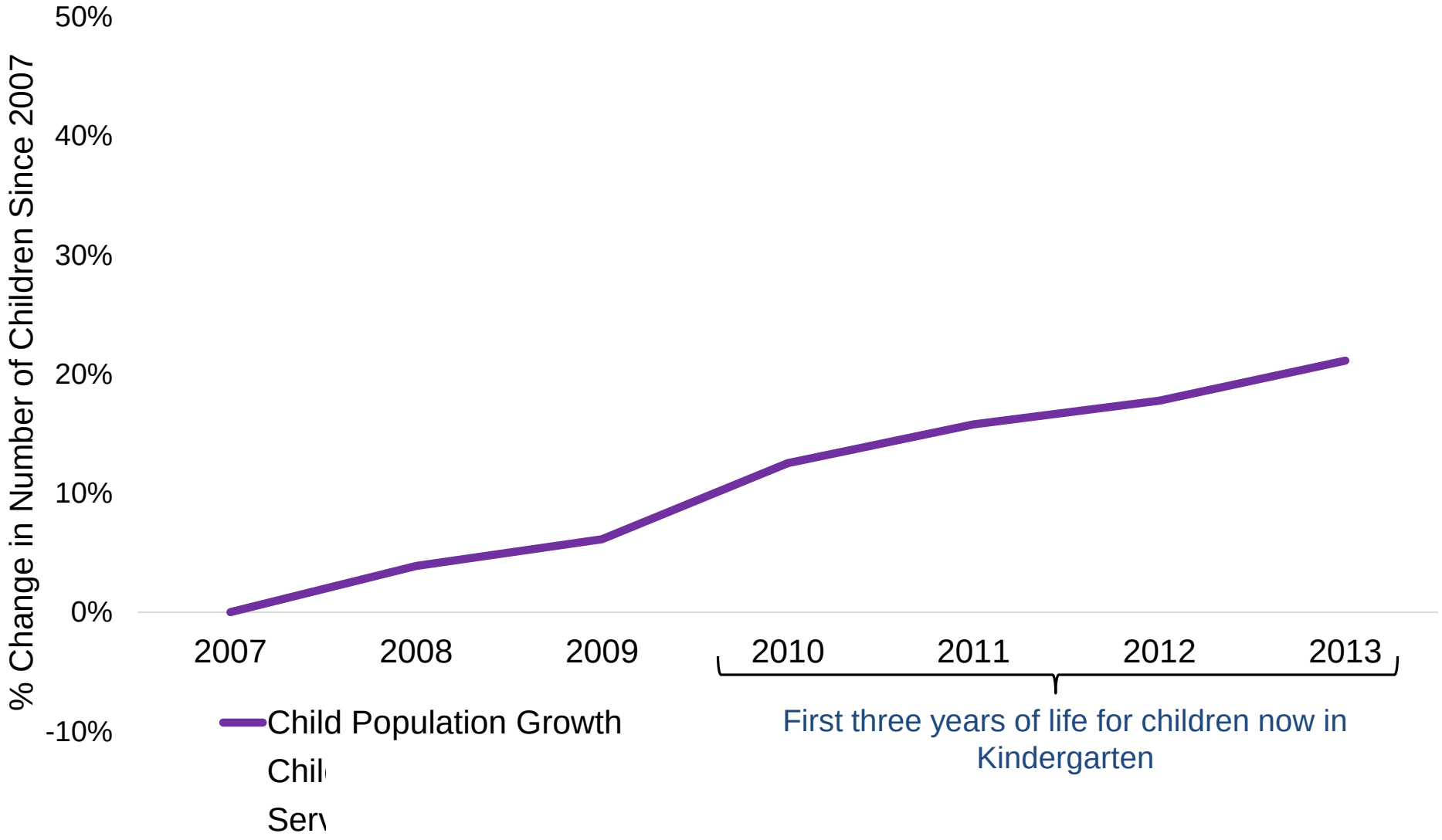
Services Have Not Kept Pace With Poverty Growth



Source: Kids Count Data Center Child Population 0-17 for Bastrop, Blanco, Caldwell, Hays, Travis and Williamson Counties

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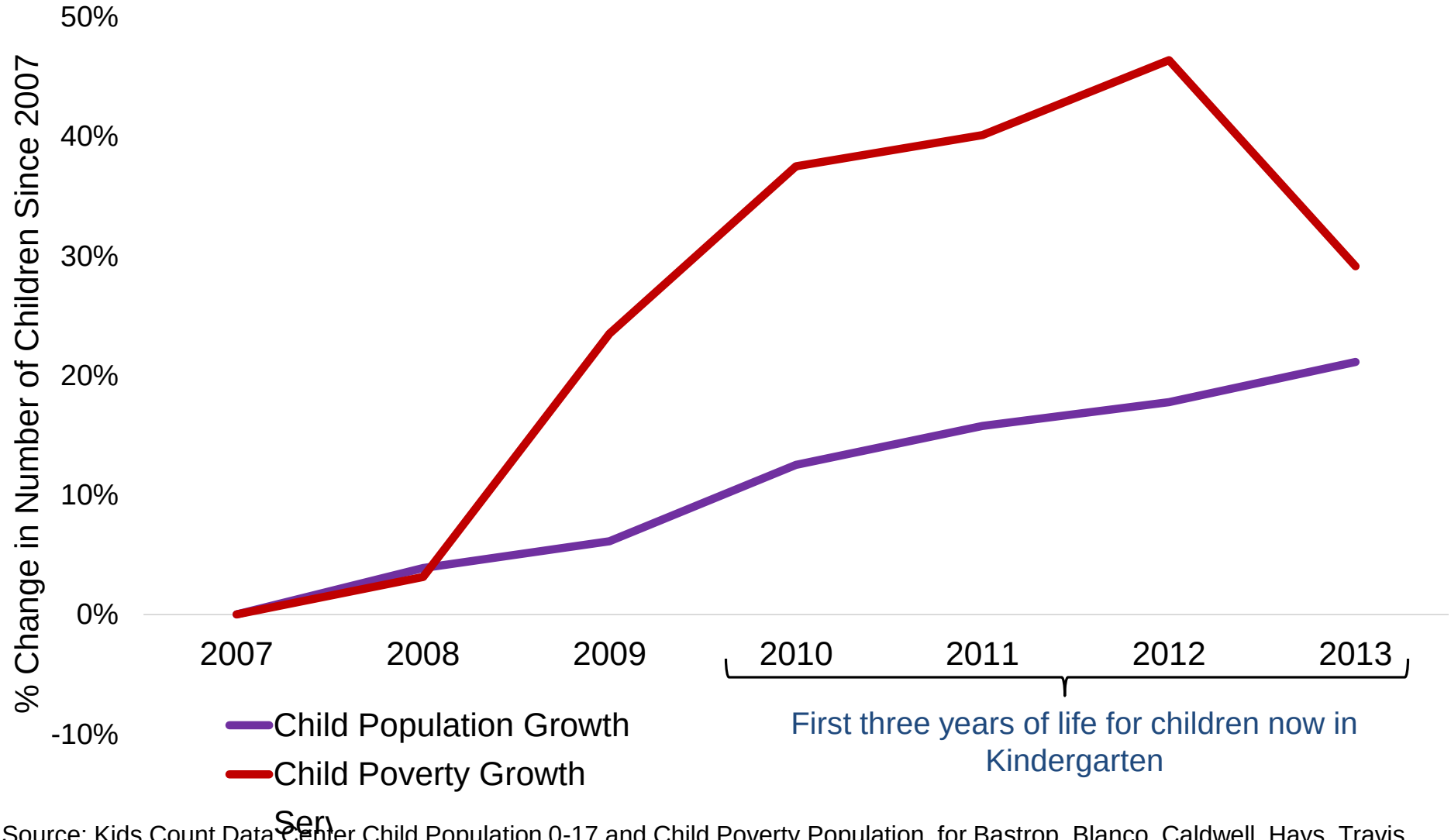

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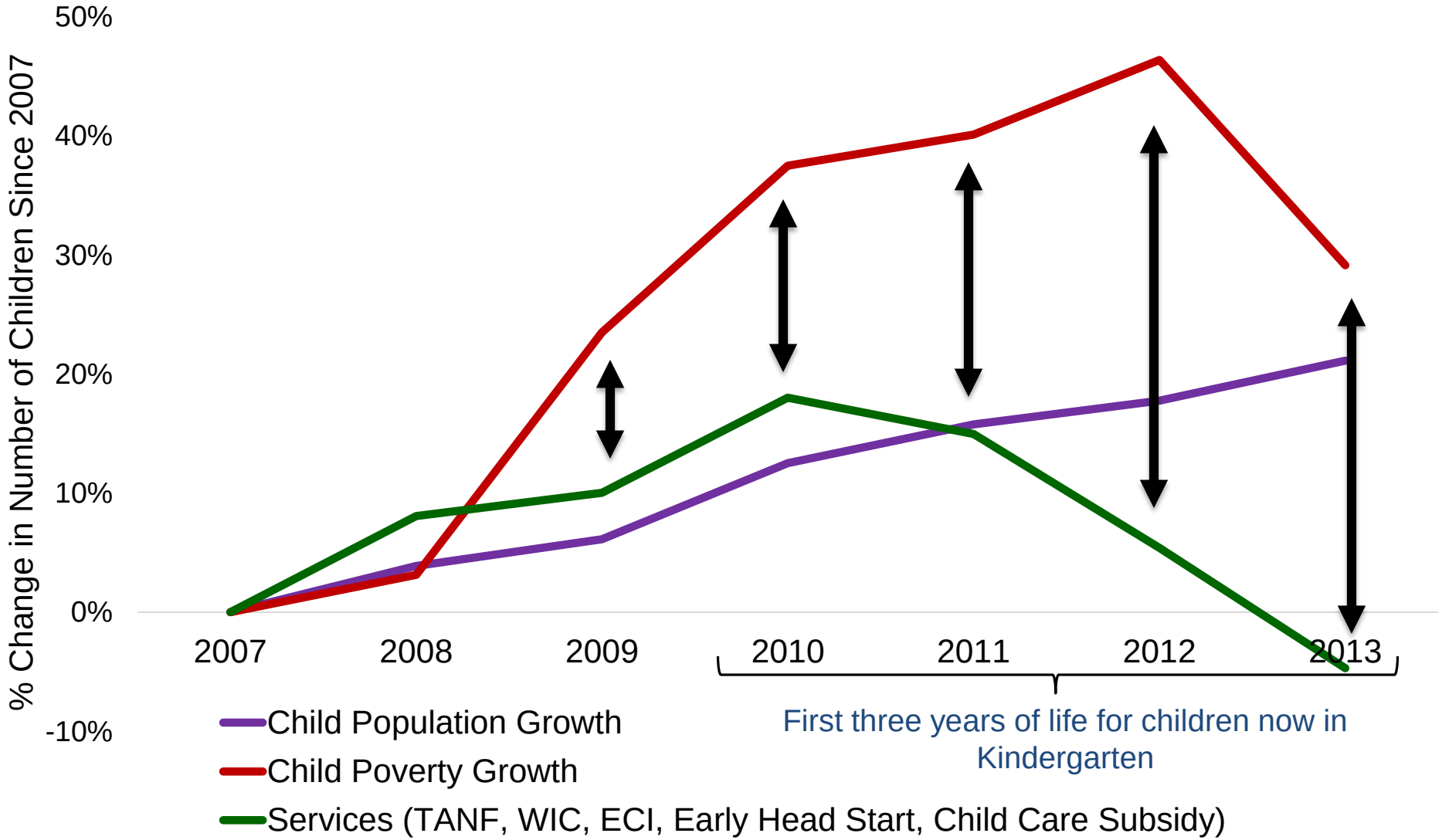

Source: Kids Count Data Center Child Population 0-17,Child Poverty Population, TANF for 0-17, WIC enrollment, Child Care Subsidy for Bastrop, Blanco, Caldwell, Hays, Travis and Williamson Counties; State ECI Office Information Request; Head Start PIR Reports

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Trends to Watch

- Districts report larger portion of children qualifying for free vs. reduced lunch than ever before
- Districts report that social emotional readiness is much lower this year, confirming what we see in the data

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Focus Metric: Percent of Students Passing 3rd Grade STAAR reading exam

- ✓ Disproportional difference is the largest of all the metrics
- ✓ Literacy is required for success in all other academic areas
- ✓ Key "Student Success Indicator" outcome for students to proceed to higher grades
- ✓ Allows for comparison with 8th grade reading, selected by the Middle School Committee

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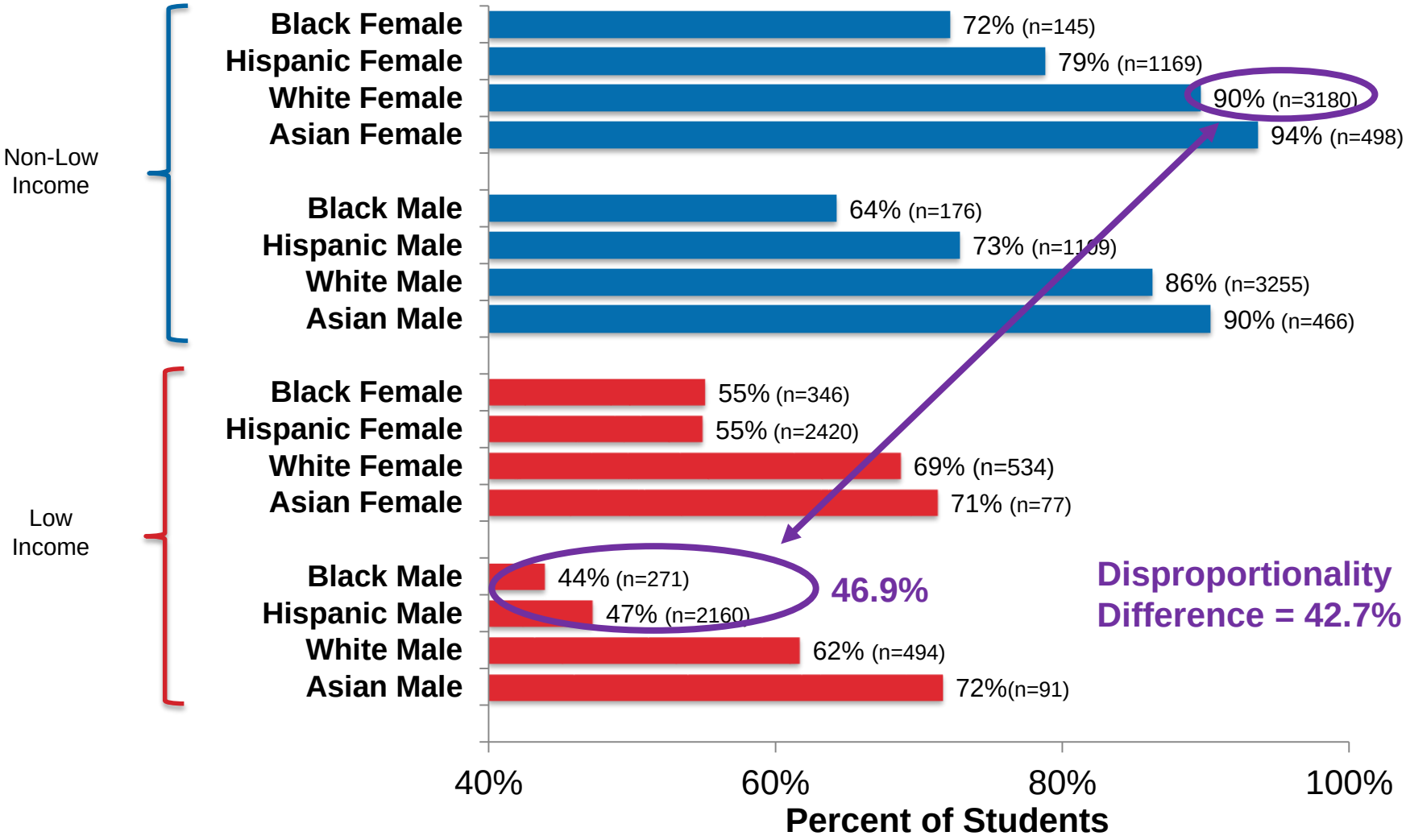
Reading STAAR Exam Passing Rate

Grade 3, Spring 2015



Source: E3 Alliance analysis of PEIMS data at the UT Austin Education Research Center

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What Influences Third Grade Reading Scores?

	All Students
Gender	*R^2=0.0062*
Male	74%
Female	80%
Economic Status	*R^2=0.1383*
Non-Low Income	90%
Low Income	64%
Race/Ethnicity	*R^2=0.1093*
White	90%
Black	64%
Hispanic	68%
Asian	92%
MBK Pops of Interest	*R^2=0.2407*
Comparison Group	94%
Target Group	58%

*All values significant at p<.001

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Strong Predictor of Later Success

- A student who can't read on grade level by 3rd grade is four times less likely to graduate by age 19
- Add poverty to the mix, and a student is 13 times less likely to graduate on time than his or her proficient, wealthier peer

- 3rd Grade: Shift from “learning to read” to “reading to learn”

American Educational Research Association, 2011

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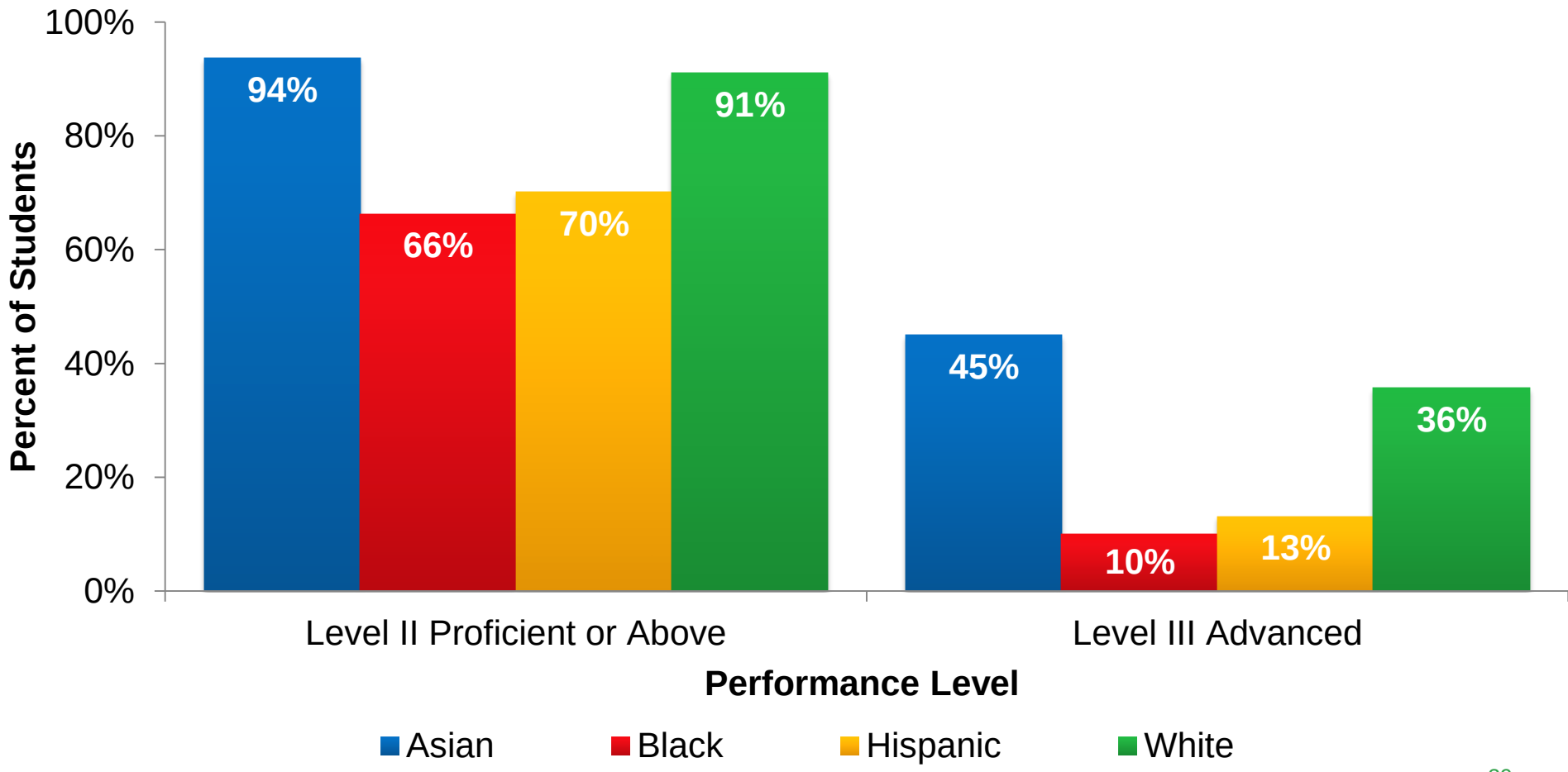
Grade 3 STAAR Reading Results Show Gaps, Especially in Percentages of Students Scoring at Advanced Level

Current Standard (Phase 1) STAAR Performance, Grade 3 Reading, Central Texas, 2013-14



Source: Texas Education Agency: STAAR Results

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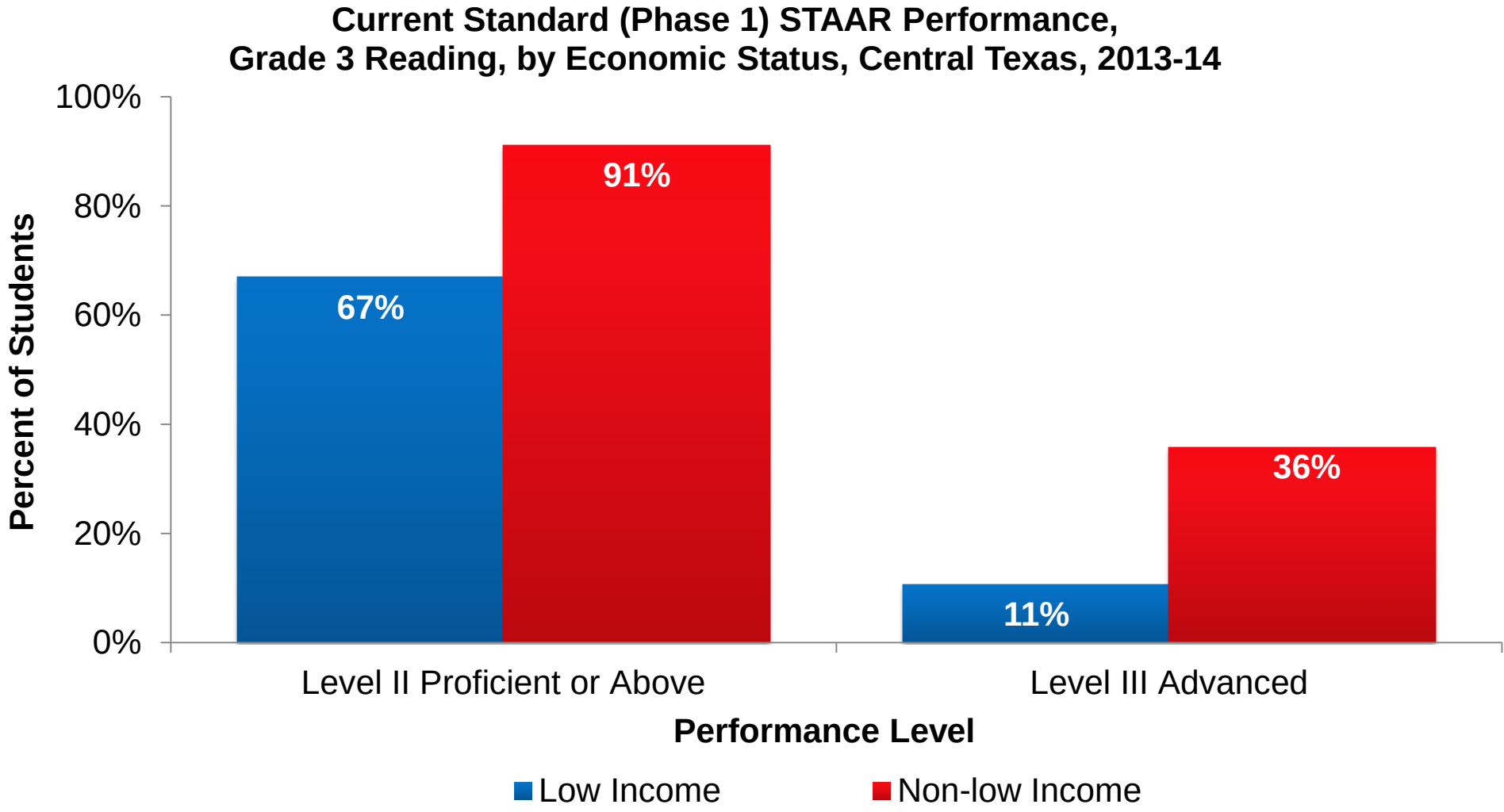
Fewer Low Income Students Meet Level II and Level III Standards on the Grade 3 Reading Assessment



Source: E3 Analysis of STAAR Results data from the TEA website

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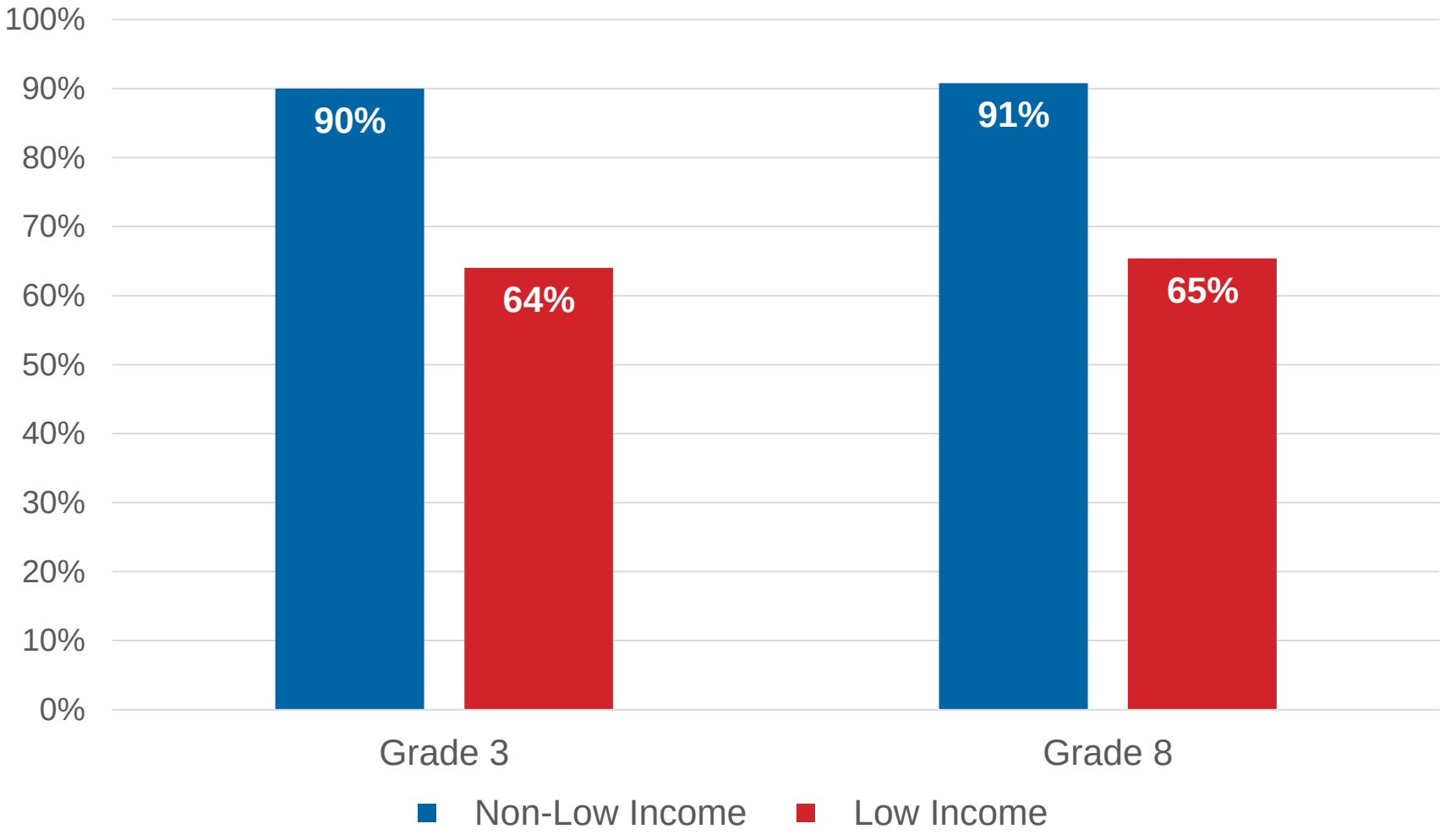
Gap in Reading Pass Rate Remains Stable between 3rd and 8th grade



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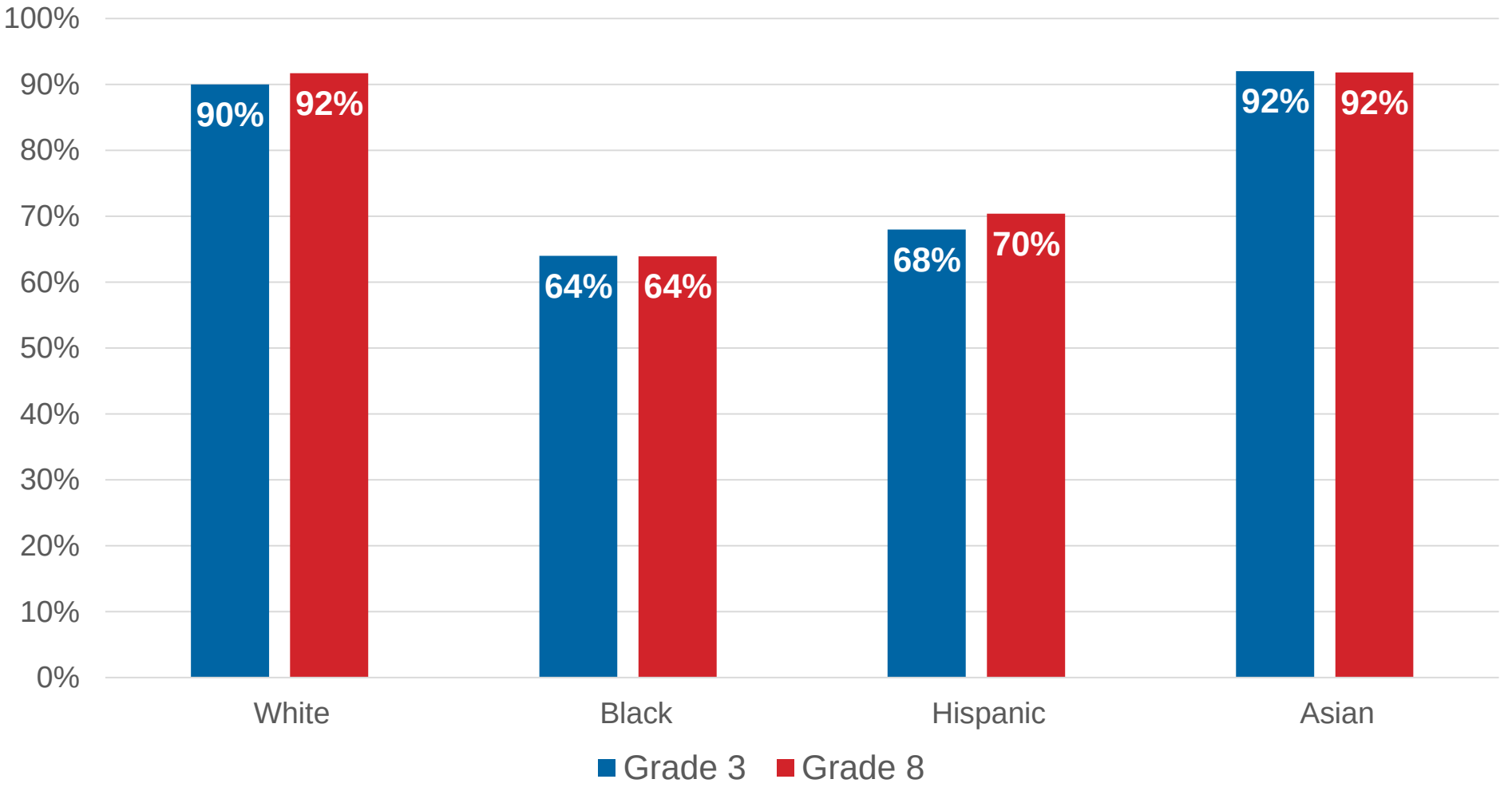

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Grade 3 Reading Test Passing Rate

Bright Spots Analysis, 2015

*Excluding all Juvenile Justice-focused schools and schools with <10% target population

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3rd Grade Reading Bright Spot Schools – # of Students per Campus

Campus	District	# 3rd Grade Enrollees	# Target Population (M and F)
Cowan El	Austin	108	23
Hart El	Austin	112	103
St Elmo El	Austin	40	35
Blackshear El	Austin	34	31
Cunningham El	Austin	55	30
Texas Preparatory School	Charter	22	14
Nadine Johnson El	Hutto	101	34
Hutto El	Hutto	75	13
Plum Creek El	Lockhart	109	71
Pioneer Crossing El	Manor	93	38
Parmer Lane El	Pflugerville	73	37
Pond Springs El	Round Rock	88	11

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Possible Next Steps for Committee

1. Review landscape of efforts to build on:
   - A. *Ready, Set, K!* Pre-K tools and assessment – very strongly (3.5X odds ratio) predictive of 3rd grade reading success; about to be state approved?
   - B. Social-Emotional Learning (SEL) programs in districts
   - C. Other early learning opportunities focused on SEL?
   - D. Campaign for Grade Level Reading: National network focused on attendance, summer learning loss, School Readiness; E3 is local network lead
   - E. Learn All the Time – new organization focused on strategically coordinating out-of-school time (OST) supports

2. Overlay qualitative data (the ***why?***) to understand bright spots, plan for regional change in target metrics

3. Meet with partner districts to share analysis and build action plans to address improvements in target metrics school by school

4. Build regional action plan to move the needle on target metrics

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Disproportional Difference Data Analysis: WHY?

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The conclusions of this research do not necessarily reflect the opinions or official position of the Texas Education Agency, the Texas Higher Education Coordinating Board, or the State of Texas.

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Thank You!

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