Using Data to Advocate for Systemic Change

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NOSCA: National Office for School Counselor Advocacy

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NOSCA: The National Office for School Counselor Advocacy

NOSCA Vision

- Every student exits high school with the educational preparation and social capital necessary for college success and full participation in a democratic society.

NOSCA Mission

- Endorse and institutionalize school counseling practice that advocates for equitable educational access and rigorous academic preparation necessary for college readiness for all students.
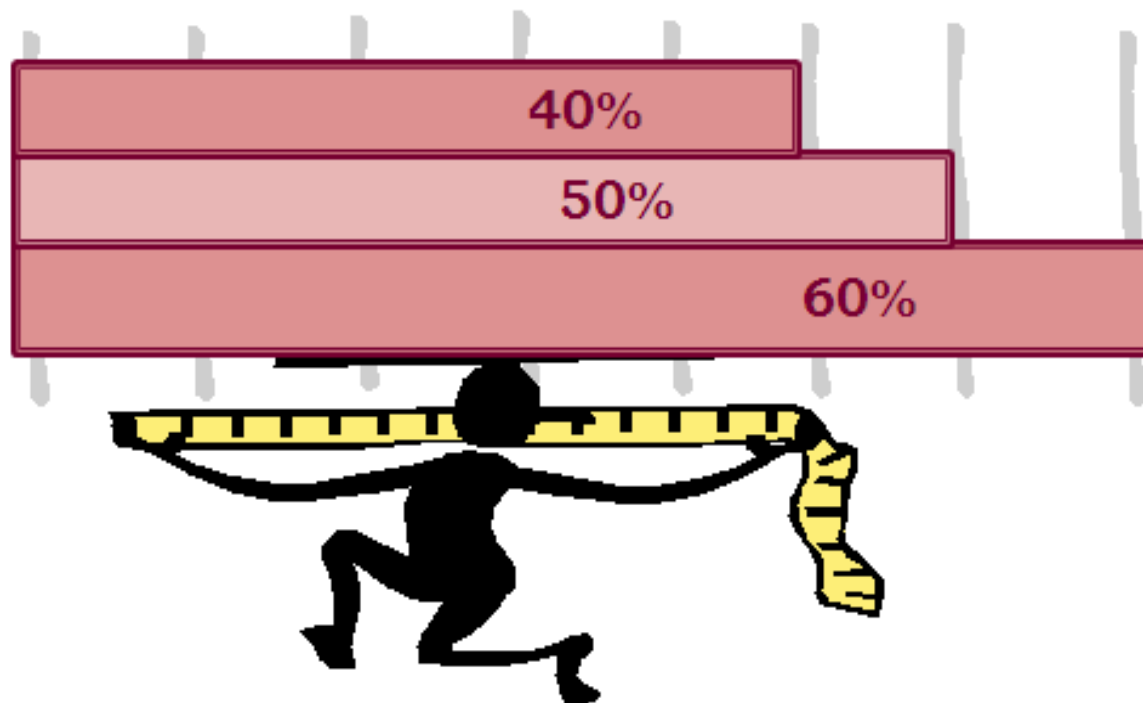
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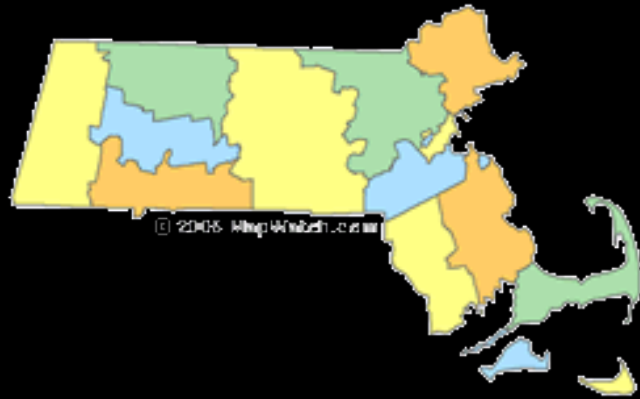
Learning to Drive in Massachusetts RTTT

The President's Goal is to raise the college educated rate from 40% to 60% for 25- 34 year olds.

Economic Security and a 21st Century Education: Secretary Arne Duncan's Remarks at the U.S. Chamber of Commerce's Education and Workforce Summit, 2009
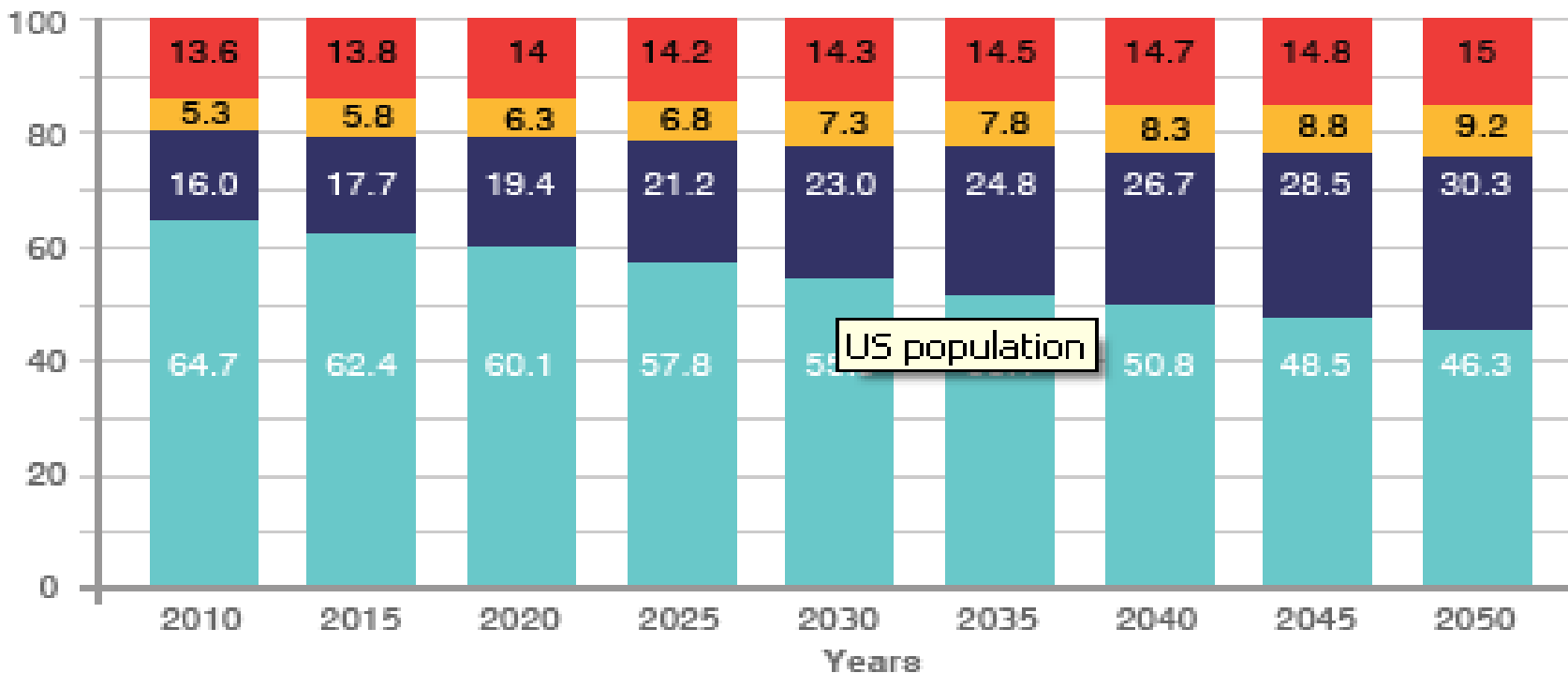
What is College and Career Ready?

- *According to the Southern Regional Education Board*

  - **College Ready** means a high school graduate has the reading, writing and math knowledge and skills to qualify for and succeed in entry-level, credit bearing, college-degree courses with out the need for remedial classes.

  - **Career Ready** means that high school graduates can read, comprehend, interpret and analyze complex technical materials, can use mathematics to solve problems in the workplace, and can pass a state-approved industry certificate or licensure exam in their field.

Source: ©The Next Generation of School Accountability: *A Blueprint for Raising High School Achievement and Graduation Rates in SREB States, 2009.*

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US Population Projections to 2050

Percentage by race and Hispanic origin

Year	Black including mixed race	Asian including mixed race	Hispanic	White non Hispanic
2010	13.6	5.3	16.0	64.7
2015	13.8	5.8	17.7	62.4
2020	14	6.3	19.4	60.1
2025	14.2	6.8	21.2	57.8
2030	14.3	7.3	23.0	
2035	14.5	7.8	24.8	
2040	14.7	8.3	26.7	50.8
2045	14.8	8.8	28.5	48.5
2050	15	9.2	30.3	46.3

US population

Years

Legend:
- Black including mixed race
- Hispanic
- Asian including mixed race
- White non Hispanic

SOURCE: US Census Bureau

Source: Internet Stats Today, http://internetstatstoday.com

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Figure 1: U.S. 15-Year-Old Performance Compared with Other Countries

Programme for International Student Assessment (PISA)

- Average is measurably higher than the U.S.
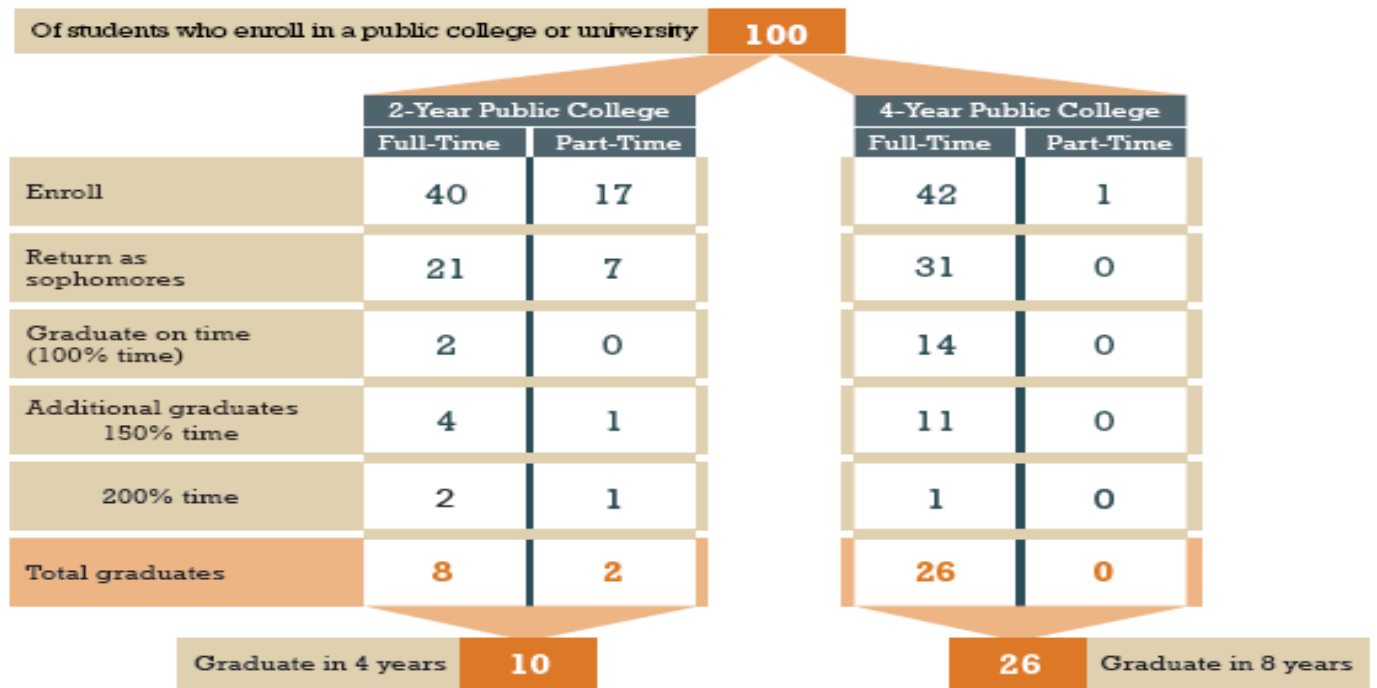- Average is measurably lower than the U.S.

Ranked 25th   **Ranked 21st**   **Ranked 15th**   **Ranked 24th**

Mathematics (2006)

Rank		Score
1	Finland	548
2	Korea	547
3	Netherlands	531
4	Switzerland	530
5	Canada	527
6	Japan	523
7	New Zealand	522
8	Belgium	520
9	Australia	520
10	Denmark	513
11	Czech Republic	510
12	Iceland	506
13	Austria	505
14	Germany	504
15	Sweden	502
16	Ireland	501
17	France	496
18	United Kingdom	495
19	Poland	495
20	Slovak Republic	492
21	Hungary	491
22	Luxembourg	490
23	Norway	490
24	Spain	480
25	United States	474
26	Portugal	466
27	Italy	462
28	Greece	459
29	Turkey	424
30	Mexico	406
OECD average		498

Science (2006)

Rank		Score
1	Finland	563
2	Canada	534
3	Japan	531
4	New Zealand	530
5	Australia	527
6	Netherlands	525
7	Korea	522
8	Germany	516
9	United Kingdom	515
10	Czech Republic	513
11	Switzerland	512
12	Austria	511
13	Belgium	510
14	Ireland	508
15	Hungary	504
16	Sweden	503
17	Poland	498
18	Denmark	496
19	France	495
20	Iceland	491
21	United States	489
22	Slovak Republic	488
23	Spain	488
24	Norway	487
25	Luxembourg	486
26	Italy	475
27	Portugal	474
28	Greece	473
29	Turkey	424
30	Mexico	410
OECD average		500

Reading (2003)

Rank		Score
1	Finland	543
2	Korea	534
3	Canada	528
4	Australia	525
5	New Zealand	522
6	Ireland	515
7	Sweden	514
8	Netherlands	513
9	Belgium	507
10	Norway	500
11	Switzerland	499
12	Japan	498
13	Poland	497
14	France	496
15	United States	495
16	Denmark	492
17	Iceland	492
18	Germany	491
19	Austria	491
20	Czech Republic	489
21	Hungary	482
22	Spain	481
23	Luxembourg	479
24	Portugal	478
25	Italy	476
26	Greece	472
27	Slovak Republic	469
28	Turkey	441
29	Mexico	400
OECD average		494

Problem Solving (2003)

Rank		Score
1	Korea	550
2	Finland	548
3	Japan	547
4	New Zealand	533
5	Australia	530
6	Canada	529
7	Belgium	525
8	Switzerland	521
9	Netherlands	520
10	France	519
11	Denmark	517
12	Czech Republic	516
13	Germany	513
14	Sweden	509
15	Austria	506
16	Iceland	505
17	Hungary	501
18	Ireland	498
19	Luxembourg	494
20	Slovak Republic	492
21	Norway	490
22	Poland	487
23	Spain	482
24	United States	477
25	Portugal	470
26	Italy	469
27	Greece	448
28	Turkey	408
29	Mexico	384
OECD average		500

Source: Organisation for Economic Co-Operation and Development and U.S. Department of Education.

College Completion in Massachusettes

Too few students make it through college.

| Of students who enroll in a public college or university | **100** |

	2-Year Public College		4-Year Public College	
	Full-Time	**Part-Time**	**Full-Time**	**Part-Time**
Enroll	40	17	42	1
Return as sophomores	21	7	31	0
Graduate on time (100% time)	2	0	14	0
Additional graduates 150% time	4	1	11	0
200% time	2	1	1	0
Total graduates	**8**	**2**	**26**	**0**

| Graduate in 4 years | **10** |

| **26** | Graduate in 8 years |

Key to measuring time	Associate	Bachelor's
100% time	2 years	4 years
150% time	3 years	6 years
200% time	4 years	8 years

Data: 2-year cohort started in fall 2004: 4-year cohort started in fall 2002

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Data-Driven vs. Data-Driven for Equity

What is the Difference and Why Does it Matter?

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Equity is the Driver...

Data is the Fuel

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In seeking equality rather than equity, the processes, structures, and ideologies that justify inequity are not addressed and dismantled.

Who gets in and who is watching the race from the outside?

Equality assume that individuals and groups have the same opportunities and experiences.

Adapted from: Singleton & Linton, (2006). *Courageous conversations about race: A field guide for achieving equity in school.* Thousand Oaks, CA, Corwin Press, Inc.

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Equity attempts to eliminate the racial/ethnic predictability of which student groups occupy the highest and lowest achievement categories.

The balance between those with a pit crew and those without

Adapted from: Singleton & Linton, (2006). *Courageous conversations about race: A field guide for achieving equity in school.* Thousand Oaks, CA, Corwin Press, Inc.

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What Does Data Tell Us?

- Data tells a story
- Data has a face
- Data has a name
- Data represent lives

What story does the Data tell about your school?

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Do You Know the Data Skills?

Disaggregated Data

- Pulls apart a whole piece of data.

- <u>Uses simple percentages and averages.</u>

- Locates problem areas and creates a picture.

- Identifies the needs of the parts and clarifies the condition of the whole.

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Disaggregated Data

- Rule of Thumb: The Three G's
  - Group, Grade, Gender

- Group X Gender
- Group X Grade
- Grade X Gender
- Group X Grade X Gender

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Cross-Tabulated Data

- Examining two or more data elements at the same time to identify specific inequities
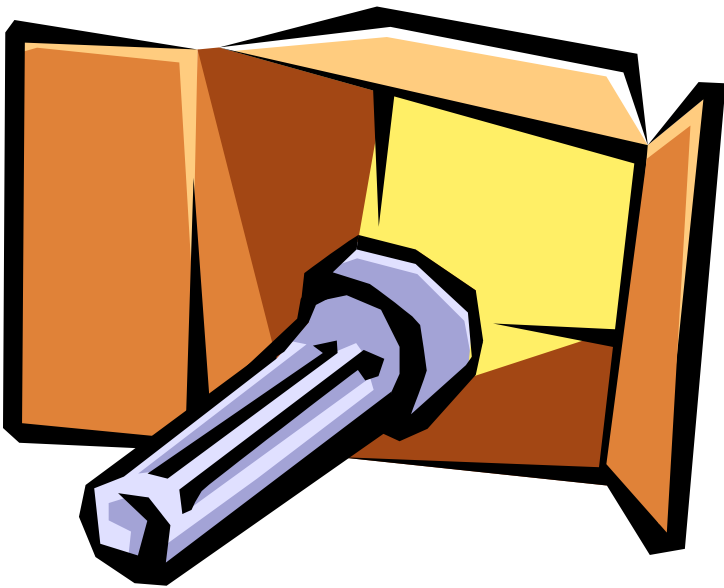
For Example: Cross-Tabulated Data

1. Demographic Data
    Student group by grade
        Asian students in 3rd grade

    Student group by grade by gender
        Asian American female students in 3rd grade

2. Demographics with Other Data Elements
    Student group by Promotion/Retention rates
        Hispanic students promotion /retention rates

    Student group by Promotion/Retention rates by grade
        Hispanic students promotion/retention rates in 6th grade

    Student group by promotion/Retention rates by grade by gender
        Hispanic female students promotion/retentions rates in 6th grade

Longitudinal Data

- ## Longitudinal Data =
  - Examines disaggregated and/or cross-tabulated data over a given period of time.

- ## Longitudinal Data =
  - Monitors outcomes, trends, progress on goals and student achievement for any combination of data elements.

- ## Longitudinal Data =
  - Measure the gap or inequity in using snapshot or cohort data over time.

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Data: The 3A's of Equity and Excellence

▸ **Equitable Access**
  ▸ *Opening the Doors*

▸ **Equitable Attainment**
  ▸ *Reaching the Benchmarks*

▸ **Equitable Achievement**
  ▸ *Making the Grade*

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Data Elements of Access

- **Course Enrollment Numbers**
  - **Who and how many get in?**

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Data Elements of Attainment

- Course Competition Rates
- Test Taking Rates

- Attendance *rates*

- Drop out *rates*

- Promotion/Retention *rates*

- Special Education *rates*

- Math and Reading levels - *rates* of proficiency

- Algebra I and Geometry course completion *rates*

- Discipline - suspension and/or expulsion *rates*

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Participation is…

- ## Access + Attainment
  - ### Getting in a rigorous course and completing the course.

That means – the students who enroll In September finish the course in June

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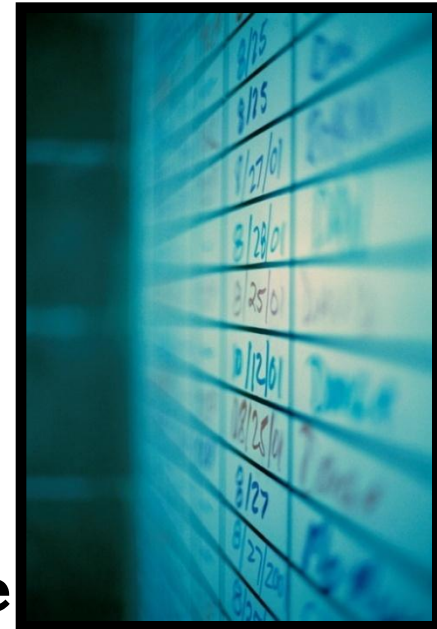
Data Elements of Achievement

PERFORMANCE IS...
MAKING THE GRADE – QUALITY

- MSA & HAS test _scores_
- End of course _scores_
- Course and classroom _grades_
- PSAT _scores_
- SAT _scores_
- AP exam _scores_

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Participation & Performance Cross-tabulating Data

- **Access** - Who and how many <u>got in</u> and into which classes with which teachers?

- **Attainment** - Who and how many <u>finished</u> and in which courses and with which teachers?

- **Attainment** - Who and how many <u>took the AP exam</u> in which courses and with which teachers?

- **Achievement** - Who and how many <u>scored three or above</u> and in which courses and with which teachers?

- **Achievement** - Who and how many <u>earned which grades</u> and in which courses and with which teachers?

Access, attainment and achievement" adapted from Lee & Goodnough, 2011

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Participation & Performance Cross-tabulating Data

- **Access** - Who and how many <u>got in</u> Algebra I and with which teacher(s)?

- **Attainment** - Who and how many <u>finished</u> and with which teacher(s)?

- **Attainment**- Who and how many <u>took the end of course exam</u> with which teachers?

- **Achievement** - Who and how many <u>scored proficient</u> and with which teacher(s)?

- **Achievement** - Who and how many <u>earned which grades</u> and with which teacher(s)?

"Access, attainment and achievement" adapted from Lee & Goodnough, 2011

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Now apply the three A's to the Mass RTTT goals.

Increase Graduation and MassCore Completion

Access – Are MassCore classes available to all students – are they enrolled – who is not?

Attainment – Which students complete MassCore classes and which do not?

Achievement – What are the grade for students in MassCore classes disaggregated by group, grade and gender?

How do school structures either help or hinder students from graduating with MassCore completion?

The Master Schedule

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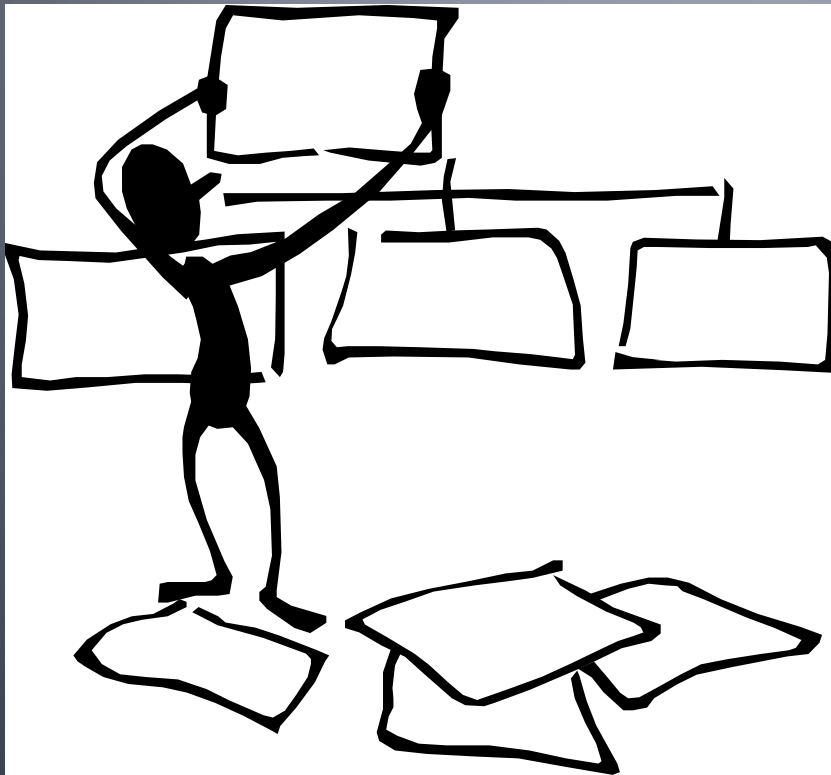
Data: The 3A's of Equity and Excellence

▸ **How will you position your RTTT work in your district and building to ensure:**

- ▸ *Doors are Open*

- ▸ *Benchmarks are Reached and…*

- ▸ *The Grade says Quality*

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"If we aren't willing to pay a price for our values, if we aren't willing to make some sacrifices in order to realize them, then we should ask ourselves whether we truly believe in them at all."

Barack Obama, "Audacity of Hope"

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