Using Data to Advocate for Systemic Change

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NOSCA: 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.
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 without 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.

US Population Projections to 2050

Percentage by race and Hispanic origin

<table>
<thead>
<tr>
<th>Year</th>
<th>Black including mixed race</th>
<th>Hispanic</th>
<th>Asian including mixed race</th>
<th>White non Hispanic</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>13.6%</td>
<td>5.3%</td>
<td>16.0%</td>
<td>64.7%</td>
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<tr>
<td>2015</td>
<td>13.8%</td>
<td>5.8%</td>
<td>17.7%</td>
<td>62.4%</td>
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<tr>
<td>2020</td>
<td>14.0%</td>
<td>6.3%</td>
<td>19.4%</td>
<td>60.1%</td>
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<tr>
<td>2025</td>
<td>14.2%</td>
<td>6.8%</td>
<td>21.2%</td>
<td>57.8%</td>
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<tr>
<td>2030</td>
<td>14.3%</td>
<td>7.3%</td>
<td>23.0%</td>
<td>55.2%</td>
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<tr>
<td>2035</td>
<td>14.5%</td>
<td>7.8%</td>
<td>24.8%</td>
<td>50.8%</td>
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<tr>
<td>2040</td>
<td>14.7%</td>
<td>8.3%</td>
<td>26.7%</td>
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<tr>
<td>2045</td>
<td>14.8%</td>
<td>8.8%</td>
<td>28.5%</td>
<td>46.3%</td>
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<tr>
<td>2050</td>
<td>15.0%</td>
<td>9.2%</td>
<td>30.3%</td>
<td>46.3%</td>
</tr>
</tbody>
</table>


SOURCE: US Census Bureau
### 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.**

<table>
<thead>
<tr>
<th></th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>Rank</td>
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<td>Rank</td>
<td>Score</td>
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<td>Iceland</td>
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<td>Slovak Republic</td>
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</tr>
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<td>21</td>
<td>United States</td>
<td>507</td>
<td>21</td>
</tr>
<tr>
<td>22</td>
<td>Hungary</td>
<td>505</td>
<td>22</td>
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<td>Czech Republic</td>
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<td>Finland</td>
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<tr>
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<td>Norway</td>
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<td>Portugal</td>
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<td>29</td>
<td>Greece</td>
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<td>29</td>
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<tr>
<td>30</td>
<td>Mexico</td>
<td>410</td>
<td>30</td>
</tr>
</tbody>
</table>

**OECD average**: 498

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

Too few students make it through college.

<table>
<thead>
<tr>
<th>Of students who enroll in a public college or university</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-Year Public College</td>
<td></td>
</tr>
<tr>
<td>Full-Time</td>
<td>Part-Time</td>
</tr>
<tr>
<td>Enroll</td>
<td>40</td>
</tr>
<tr>
<td>Return as sophomores</td>
<td>21</td>
</tr>
<tr>
<td>Graduate on time (100% time)</td>
<td>2</td>
</tr>
<tr>
<td>Additional graduates 150% time</td>
<td>4</td>
</tr>
<tr>
<td>200% time</td>
<td>2</td>
</tr>
<tr>
<td>Total graduates</td>
<td>8</td>
</tr>
</tbody>
</table>

Graduate in 4 years | 10
Graduate in 8 years | 26

Key to measuring time

<table>
<thead>
<tr>
<th>Time</th>
<th>Associate</th>
<th>Bachelor’s</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% time</td>
<td>2 years</td>
<td>4 years</td>
</tr>
<tr>
<td>150% time</td>
<td>3 years</td>
<td>5 years</td>
</tr>
<tr>
<td>200% time</td>
<td>4 years</td>
<td>8 years</td>
</tr>
</tbody>
</table>

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

National Office for School Counselor Advocacy
What is the Difference and Why Does it Matter?
Equity is the Driver...

Data is the Fuel
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.

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

What story does the Data tell about your school?
Do You Know the Data Skills?
Disaggregated Data

- Pulls apart a whole piece of data.
- Uses simple percentages and averages.
- Locates problem areas and creates a picture.
- Identifies the needs of the parts and clarifies the condition of the whole.
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
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.
Data: The 3A’s of Equity and Excellence

- Equitable Access
  - Opening the Doors
- Equitable Attainment
  - Reaching the Benchmarks
- Equitable Achievement
  - Making the Grade
Data Elements of Access

- Course Enrollment Numbers
  - Who and how many get in?
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
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.
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
Participation & Performance
Cross-tabulating Data

- **Access** - Who and how many got in and into which classes with which teachers?

- **Attainment** - Who and how many finished and in which courses and with which teachers?

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

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

- **Achievement** - Who and how many earned which grades and in which courses and with which teachers?

Access, attainment and achievement” adapted from Lee & Goodnough, 2011
Access - Who and how many got in Algebra I and with which teacher(s)?

Attainment - Who and how many finished and with which teacher(s)?

Attainment- Who and how many took the end of course exam with which teachers?

Achievement - Who and how many scored proficient and with which teacher(s)?

Achievement - Who and how many earned which grades and with which teacher(s)?

“Access, attainment and achievement” adapted from Lee & Goodnough, 2011
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?
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*
"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"