DRIVING CHANGE WITH EDUCATION DATA METRICS

Three State Case Studies
Our Presenters

Jennifer Erb-Downward
Senior Research Associate, Poverty Solutions, University of Michigan

Ian Rosenblum
Executive Director, The Education Trust–New York

Daniel Zavala
Director of Policy and Strategic Communications, Building Changes

Barbara Duffield
Executive Director, SchoolHouse Connection
Making the Case for Data-Driven Advocacy to Improve Education and Life Outcomes

- Increase visibility of an invisible student population
- Identify compliance and funding problems
- Assess progress over time for continual improvement
- Identify, elevate, and replicate “bright spots”
Today’s Agenda

- Introduction: Using Data to Change Policy and Practice for Students Experiencing Homelessness
- Best Practices from Michigan
- Best Practices from Washington
- Best Practices from New York
- Q&A
What do we know about homelessness in Michigan?

- **A statewide issue**
- **6th largest number** of homeless K-12 students in the U.S ~43,000.
- **10th largest number** of students and population overall
- **12th largest number** of homeless people based on PIT count ~8,000
What can the education data show that the HUD data does not?

- Can help to understand the extent of housing instability and homelessness in communities without shelters
- Provides local level data
- Can improve early identification and connection to services
- Can help to understand who is at most risk for poor health & educational outcomes
Michigan Case Study

How do we get people to care?
MI has sixth highest chronic absenteeism rate in the country.  
Approximately 1 out of every 6 children in SY 2016-17.

Half of all students in MI are either low-income or homeless.  
They account for 75% of all students chronically absent.

Homeless students have the highest chronic absenteeism rate.  
Over 2.5 times the rate of housed peers and over 4 times the rate of higher income peers.
Even without attendance data linked to graduation outcome, a strong case for meeting the needs of homeless students can be made.

**Importance of Local Focus**

- **Chronic absenteeism is not inevitable for homeless students**
  - By school district, chronic absenteeism ranged from a low of 13% to a high of 86%.

- **Critical to disaggregate the data**
  - School districts where homeless students struggled with attendance were not always the same districts where all students struggled.
Best Practices from Washington
Identifying the Problem:

What do we know about homelessness in Washington State?
Students experiencing homelessness who are living doubled-up have similarly poor academic outcomes as those in other living conditions.
High school graduation rates are improving for students experiencing homelessness.
Student homelessness is a statewide issue. Rates are highest in rural areas.
6 OUT OF 10 STUDENTS EXPERIENCING HOMELESSNESS ARE STUDENTS OF COLOR.
Students experiencing homelessness are suspended 2.5 times more often than their housed peers.
Researching Solutions

- Beating the Odds
- Students of Color project
- Menu of Strategies
- School-based pilot programs
- School/Housing Network
The Schoolhouse Promise is a community-driven advocacy movement to address and fulfill the needs of students experiencing homelessness.

Goal: 90% of students experiencing homelessness graduate on-time by 2027. School districts will commit to the goal and use evidence-based strategies to better serve students.

How:
- Step 1: Create tools and learning opportunities
- Step 2: Demonstrate proof points through pilot documentation
- Step 3: Scale adoption of Schoolhouse Promise statewide
Best Practices from New York
Identifying the Problem

- An estimated 125k students experiencing homelessness in NYS public schools in 2017-18
- A **statewide** issue
- Limited transparency about outcomes → limited focus on outcomes
Proficient and Passed Over

Even when students who are low-income, Latinx, Black, and American Indian students, current and former English Language Learners, students with disabilities, and students in temporary housing demonstrate that they are meeting the state’s academic standards by scoring “proficient” or “advanced” on their grade 7 state math assessment, they are less likely than their peers to be given the chance to take advanced math classes in grades 8 and 9.

Explore the Data

Download the Summary
Our Campaign for Course Access Equity

- Builds on new and important guidance from the State Education Department

- Calls for
  - Better support for parents
  - Automatic enrollment
  - Investment in courses and school counselors
  - Transparency and action

THE GATEKEEPERS
How school district policies can open or close the door for students to take advanced coursework
Questions?
Resources

SchoolHouse Connection:
http://www.schoolhouseconnection.org/

Education Leads Home:
http://www.educationleadshome.org

National Center on Homeless Education:
https://nche.ed.gov

University of Michigan - Poverty Solutions:
https://poverty.umich.edu/

Building Changes:
https://buildingchanges.org/

The Education Trust:
https://newyork.edtrust.org/
Contact Information

Jennifer Erb-Downward
Senior Research Associate - Poverty Solutions, University of Michigan
jerbdow@umich.edu

Ian Rosenblum
Executive Director, The Education Trust–New York
IRosenblum@edtrustny.org

Daniel Zavala
Director of Policy and Strategic Communications, Building Changes
Daniel.Zavala@buildingchanges.org

Barbara Duffield
Executive Director, SchoolHouse Connection
barbara@schoolhouseconnection.org