We Have our Disaggregated Data, Now What?
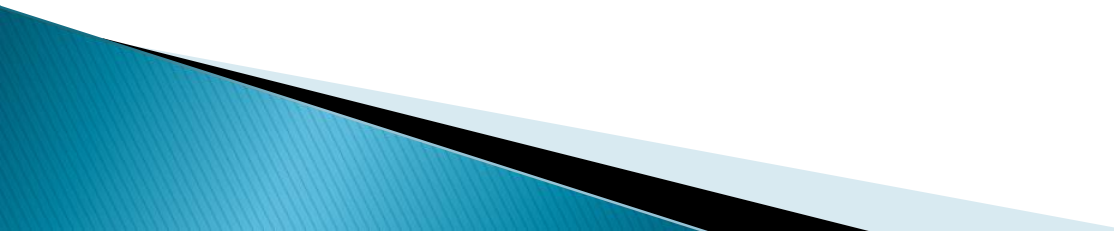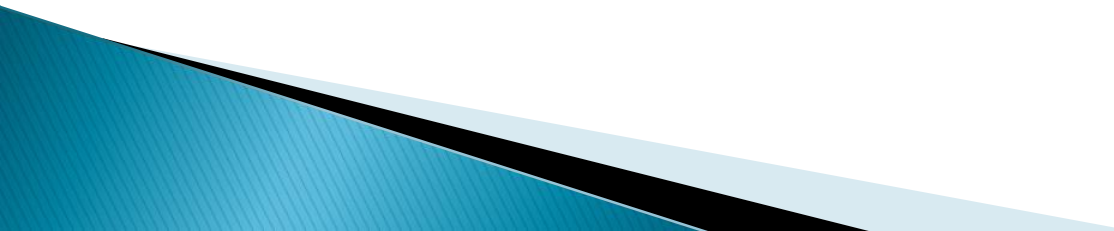
- Dr. Ted Wright, Texas Pathways Coach

  - Pathways Institute #6
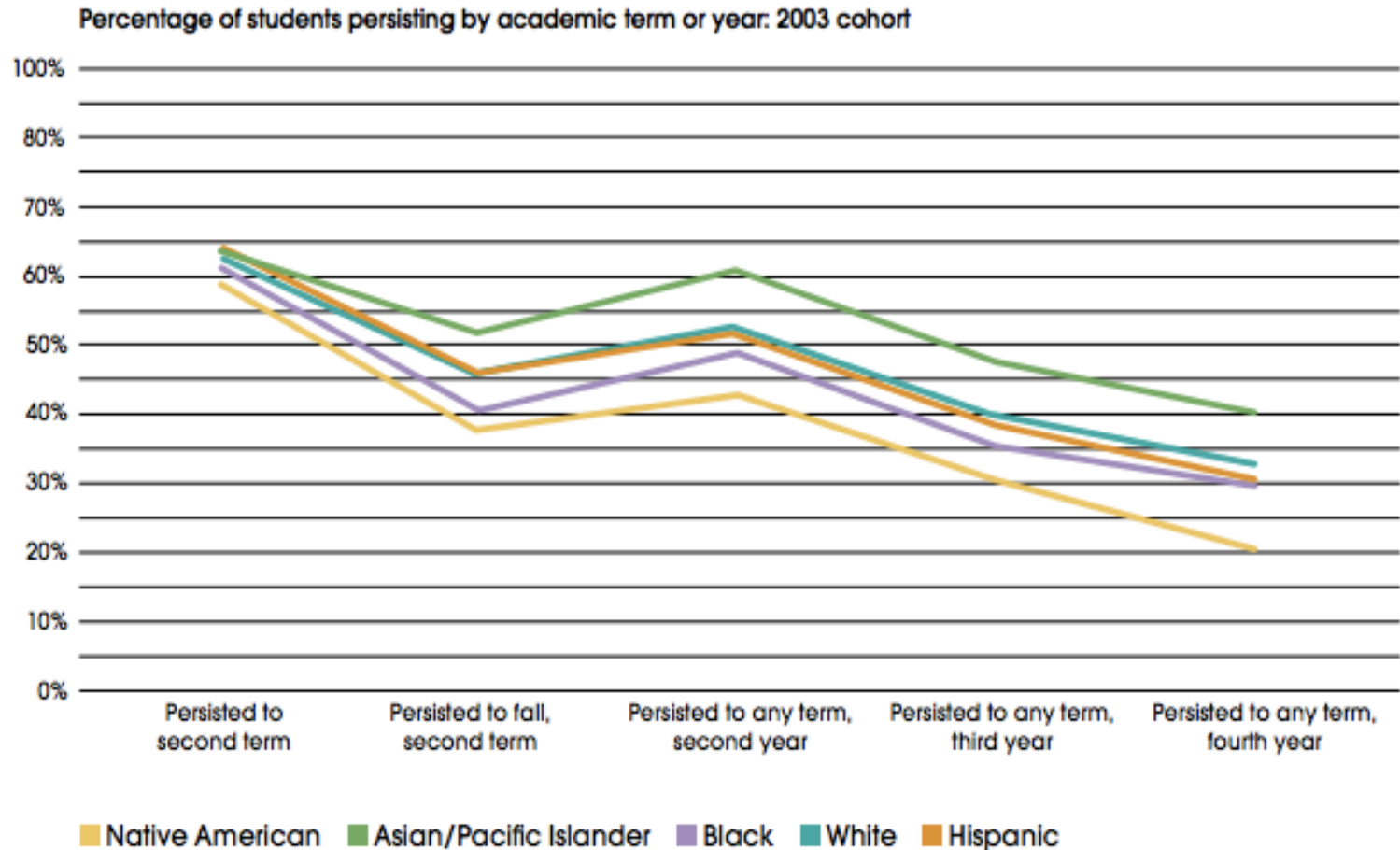   - April 24-26, 2019

Essential Practices/Equity Considerations:

- Is the college disaggregating program learning outcomes data, program retention and completion data, and other assessment measures by race, income, age, and gender to examine equity gaps? How is this data disseminated and discussed among college staff, with students, and with the outside community?

Goals for Today's Presentation:

◦ Define the concept of equity

◦ Review cohorts and disaggregation of data

◦ Discuss data facilitation activities

◦ Consider strategies for creating a sense of urgency

We Have our Disaggregated Data, Now What?

Figure 1

Percentage of students persisting by academic term or year: 2003 cohort

Legend: Native American, Asian/Pacific Islander, Black, White, Hispanic

We Have our Disaggregated Data, Now What?

Percentage of students completing all of the required developmental math sequence in two years, and percent completeing gatekeeper math by year: 2003 cohort
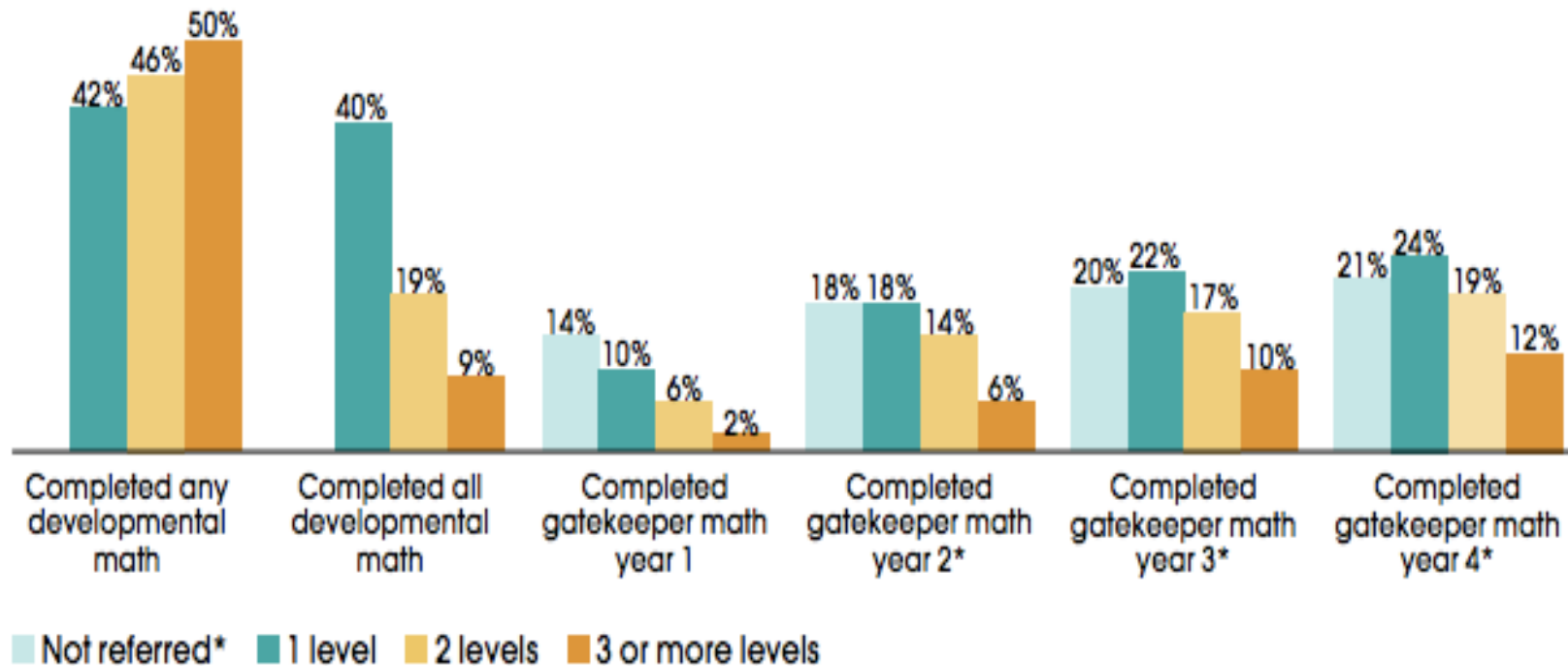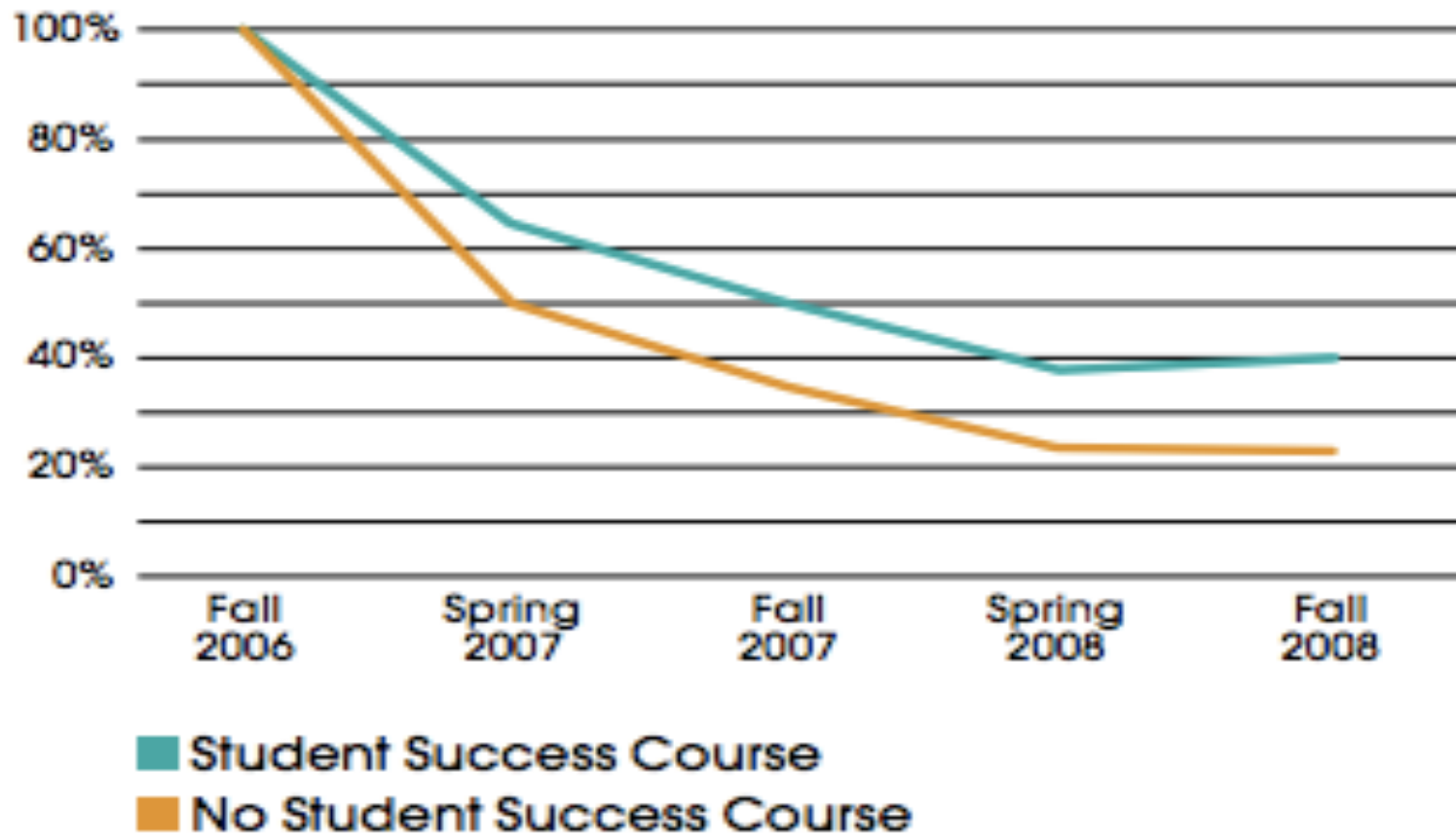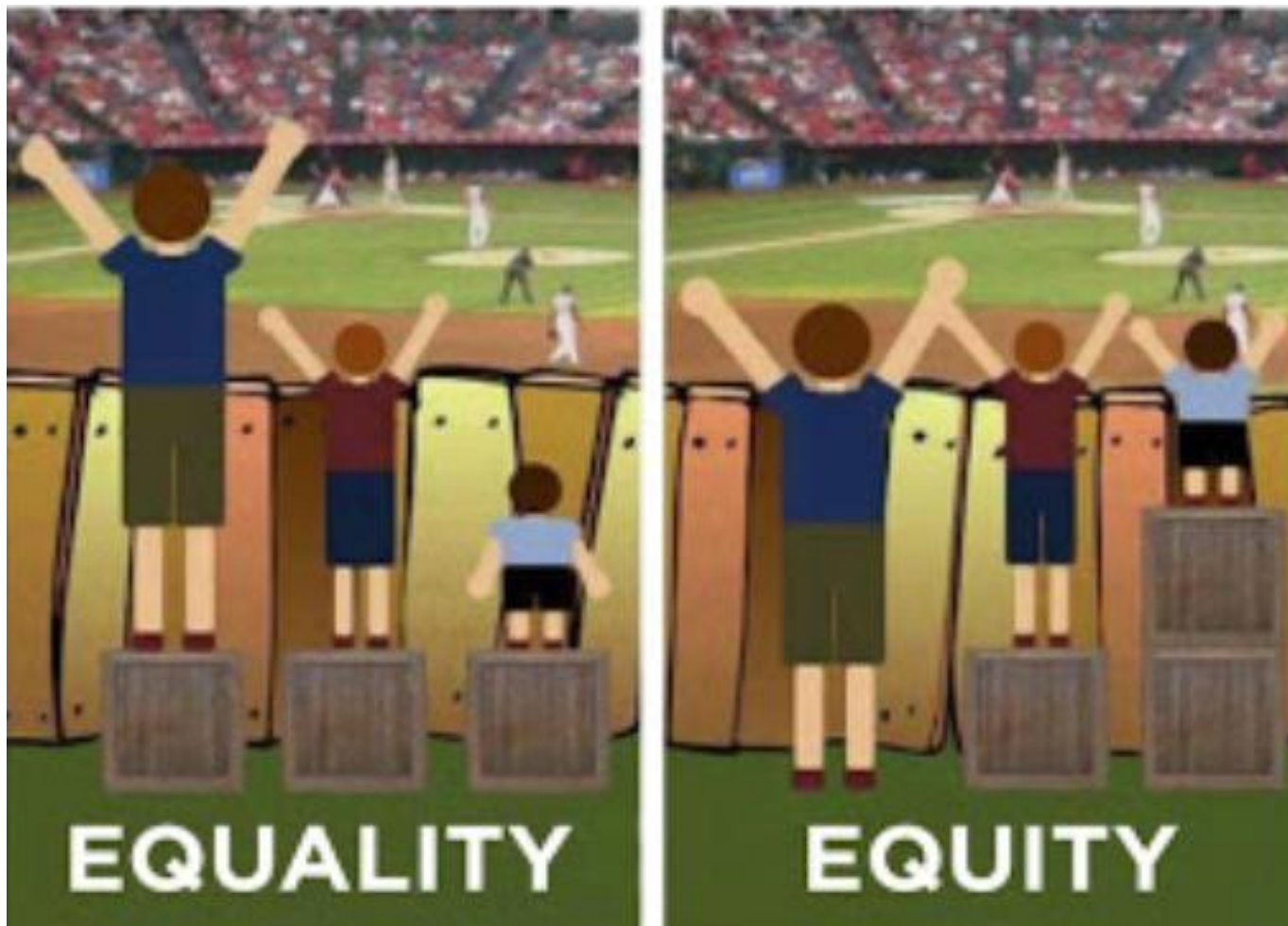
Figure 3

Percentage of students persisting by enrollment in student success course by term: 2006 cohort

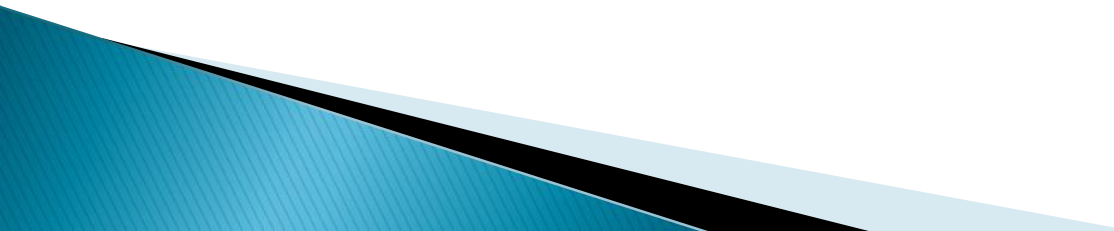**Student Success Course**
No Student Success Course

Source: United Way of the Columbia-Willamette

ATD Equity Statement
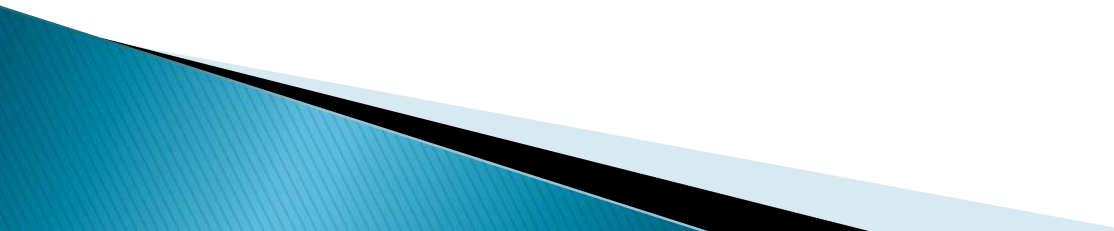
- Achieving the Dream believes that access to a high-quality education in an inclusive environment is the right of all individuals and imperative for the continued advancement of a strong democracy and workforce. Achieving the Dream also believes higher education institutions have an obligation to work toward equity for their students. Equity is grounded in the principle of fairness. In higher education, equity refers to ensuring that each student receives what they need to be successful through the intentional design of the college experience.

co·hort
A group of people used in a study who have something in common.

- *First-time to your college in Fall term*
- *Full-time and part-time*
- *Credential and Degree Seeking*
- *May have transfer credits*
- *Not currently dual enrolled but may have been when in high school*

What is a Cohort?

▸ A cohort is a group of students who enter a college or a program at the same time.

▸ One common cohort consists of first-time college students. Describing this cohort's entering characteristics can be illuminating to decision-making.
  ◦ What % are full-time? Part-time?
  ◦ What % are referred to developmental education
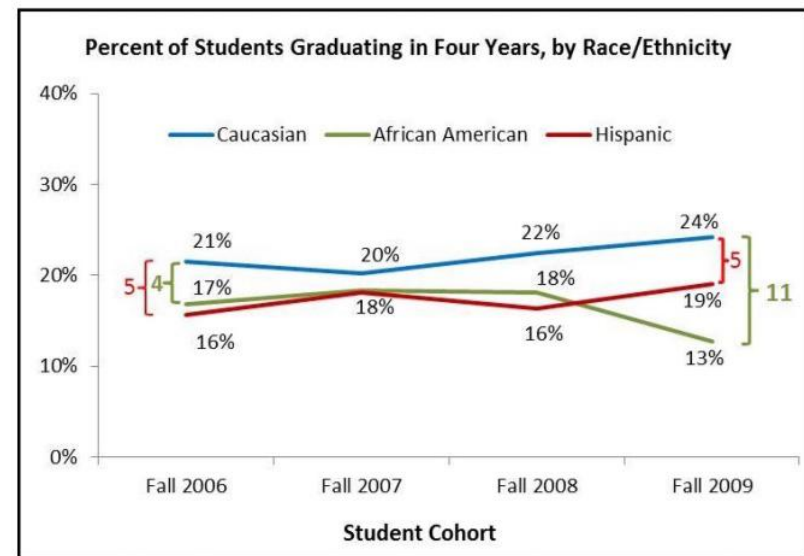 ◦ What are their demographics: age, gender, income, race/ethnicity

Disaggregate Cohort Data to Make the
Invisible Patterns, Visible

Some Possible Ways to Disaggregate Cohort Data:

- First generation
- Race and Ethnicity
- Gender
- Pell eligible
- FT/PT at start
- Age group
- Deved/College ready

Making Patterns Visible
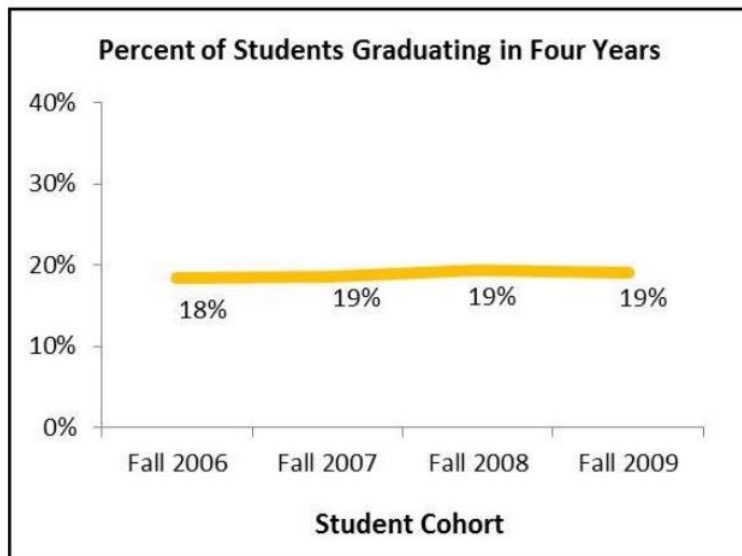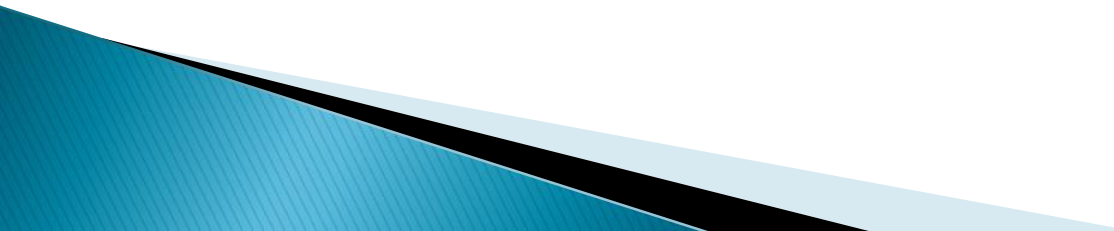
Beyond the First-Term

- Tracking entering cohorts beyond the first term allows the college to
  - Examine student progress: credits attempted v. credits completed, grades, success in gatekeeper courses
  - Identify when students change their enrollment status, achieve milestones, graduate, and/or transfer
- Starting fresh cohorts each year allows the college to know if success rates are improving
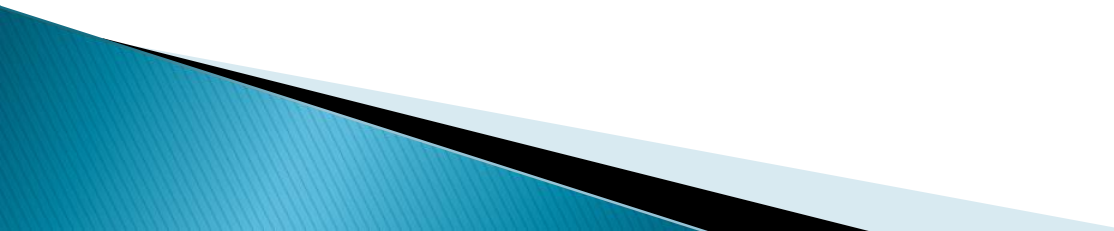
FACILITATING GROUP DATA DISCUSSIONS

Data Summits

- Typically held in conjunction with fall convocation
- Round table discussions with guided questions:
  - What's the storyline?
  - What surprised you the most?
  - What additional data/information would you like to see about this data set?
  - Report out
  - Identify next steps
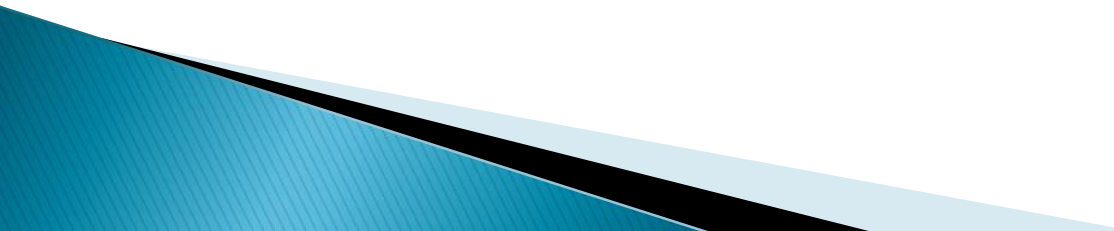
World Cafe

- Used to create a living network of collaborative dialogue

- Based on a format and principles developed by World Café', a global movement to support conversations that matter

- Example: Student qualitative profiles
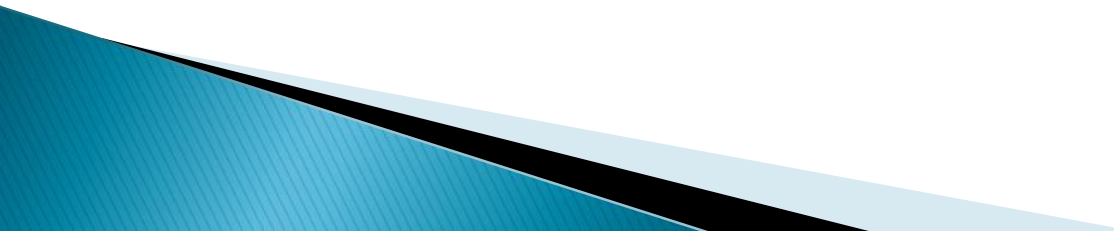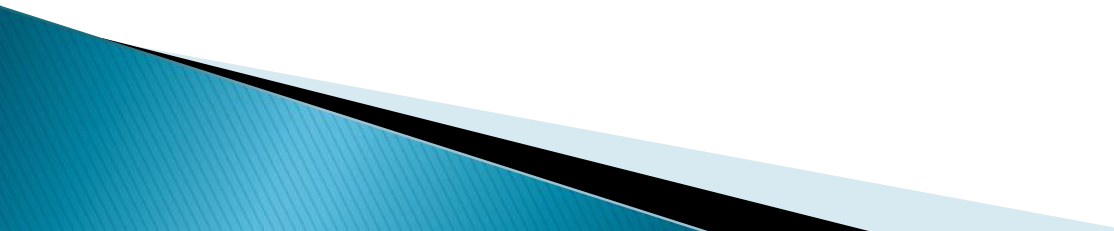
Polling

- Used to ask audiences questions about data or have them ask you

- Post the question with possible answers

- Also use to gather live audience or class feedback

- Strength of polling is that it's anonymous

One Data Point

- Used to engage around data when time is limited

- Have participants reflect on their interpretation of the data and contextual variables

- Engage group on their interpretation/implications

Agenda

- Include a data item with guiding questions on department, division or board meeting agendas

- The practice (data point of the day) becomes institutional habit and reinforces data culture

Data Placemats

- Designed to have audience co-interpret a set of data in a visually interesting and simple way
- Meaningful for participants involved in program or initiative for which it was collected
- Placemat questions:
  - What do these data tell you?
  - What surprises you about these data?
  - What factors may explain some of the trends we are seeing?
  - Do these findings lead to any new questions?

Figure 1: Anatomy of a Data Placemat

Overall theme of this placemat

Charts and graphs illustrating preliminary analysis

Supporting quotations from stakeholders

School Data Dashboard

Ofsted

Queen Elizabeth High School (URN: 122356 , DfE No.: 9294417) - **Key Stage 4**

How are pupils doing in exams? (Attainment)

Overall

In 2012, 73% of all pupils attained five GCSEs grade A*-C including English and mathematics. This is a decrease of one percentage point since 2011.

Percentage of pupils who attained five GCSEs grade A*-C including English and mathematics

•••• National level

In 2012, the school's result was in the top 40% of similar schools' results, and in the top 20% of all schools.

Comparison with other schools

Similar schools		All schools	
Highest		**Highest**	�
2nd quintile	▐	2nd quintile	
3rd quintile		3rd quintile	
4th quintile		4th quintile	
Lowest		Lowest	

English

In 2012, 82% of pupils attained grade A*-C in English (EBacc). This has not changed since 2011.

Percentage of pupils who attained grade A*-C in English (EBacc)

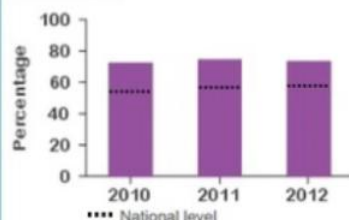•••• National level

In 2012, the school's result was in the top 40% of similar schools' results, and in the top 20% of all schools.

Comparison with other schools

Similar schools		All schools	
Highest		**Highest**	
2nd quintile		2nd quintile	
3rd quintile		3rd quintile	
4th quintile		4th quintile	
Lowest		Lowest	

Mathematics

In 2012, 80% of all pupils attained grade A*-C in mathematics (EBacc). This is a decrease of two percentage points since 2011.

Percentage of pupils who attained grade A*-C in mathematics (EBacc)

•••• National level

In 2012, the school's result was in the middle 20% of similar schools' results, and in the top 20% of all schools.

Comparison with other schools

Similar schools		All schools	
Highest		**Highest**	
2nd quintile		2nd quintile	
3rd quintile	▐	3rd quintile	
4th quintile		4th quintile	
Lowest		Lowest	

Science

In 2012, 67% of pupils were entered for science (EBacc) and 88% of these attained grades A*-C. This is a decrease of six percentage points since 2011 when 69% were entered.

Percentage of pupils who attained grade A* to C in science (EBacc)

•••• National level
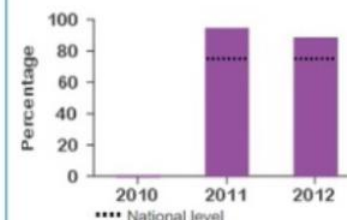
In 2012, the school's result was in the top 40% of similar schools' results, and in the top 40% of all schools.

Comparison with other schools
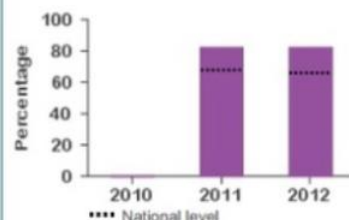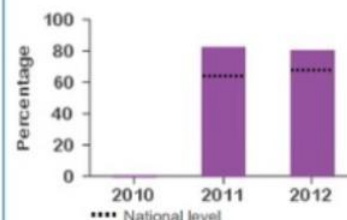
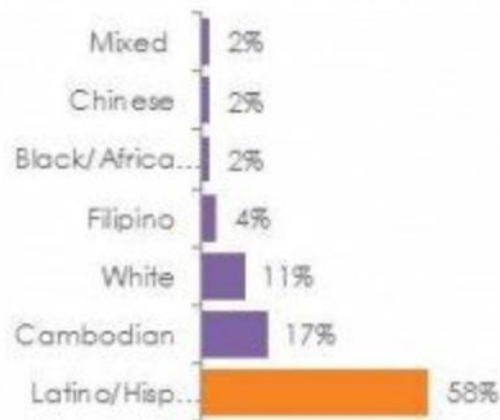| Similar schools		All schools	
Highest		Highest	
2nd quintile	▐	**2nd quintile**	▐
3rd quintile		3rd quintile	
4th quintile		4th quintile	
Lowest		Lowest	

Community #1 Reflective Session Feedback

In January 2015, members of Community #1 participated in a reflective session to discuss accomplishments, lessons learned, and ways to improve our work ahead. The session focused on current partnership characteristics, capacities and skill development. We also centered conversations around social connections and collaboration (within the partnership and with the broader community), as well as the partnership's overall vision and goals for the future. The following document presents key findings from this meeting for the partnership to use as we continue our work. This document can help the community gain a deeper understanding of the who makes up the partnership, progress made and connections to the broader community. It can also be used as planning tool to make decisions.

Partnership Characteristics

The characteristics noted in this section are based on the 53 partnership members that participated in the reflective session. It may not be an exact representation of the entire partnership.

Race/Ethnicity (n=53)

- Mixed — 2%
- Chinese — 2%
- Black/Africa... — 2%
- Filipino — 4%
- White — 11%
- Cambodian — 17%
- Latino/Hisp... — 58%

Age (n=51)

- 16% 25 or under
- 39%
- 19%
- 10%
- 16%

Legend:
- 25 or under
- 26-35
- 36-45
- 46-55

Gender (n=51)

- Male, 6%
- Female, 94%
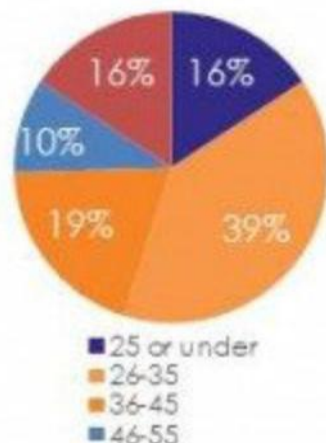
Length in Partnership (n=51)

- 51% 1+ Years
- 35% 6 Months or Less
- 14% 7 Months – 1 Year

Legend:
- 6 Months or Less
- 7 Months – 1 Year
- 1+ Years
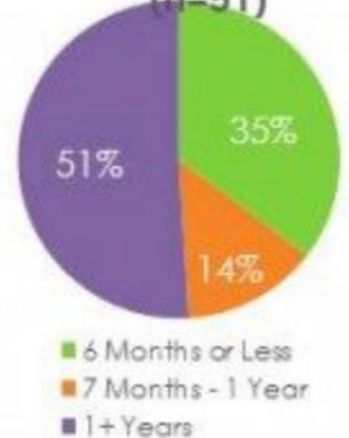
Roles[1]

- **38%** Parents
- **53%** Service Providers
- **40%** Community Residents
- **11%** Other

62% Have children

Of those, **60%** have children **under 6**

Oregon Arts Education Snapshot
Findings Preview, October 2015

WHO RESPONDED?

152 from

Out of 355 Organizations

27 Counties

Delivering arts education in **36 counties**.

WHAT PROGRAMMING ARE THEY PROVIDING?

Types of Programs Offered

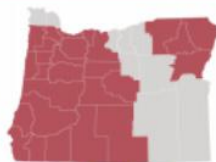| Category	Program	%
Out of School	OST Instruction for Students	63%
Out of School	Summer Instruction for Students	50%
In School	Field Trips for Students	41%
In School	In-School Performances	38%
In School	In-School Sequential Instruction	32%
In School	Arts Integration	30%
Teacher & Admin Training	OST Teacher Training	18%
Teacher & Admin Training	In-School Teacher Training	16%
Teacher & Admin Training	Summer Teacher Training	12%
Teacher & Admin Training	School Administrator Training	3%

Discipline Delivered

- Music — 57%
- Visual — 45%
- Theater — 37%
- Dance — 30%
- Traditional/Folk — 27%
- Literary — 24%
- Media — 20%

(0% — 50% — 100%)

WHAT RESOURCES DO THEY HAVE?

In the table below, darker colors correspond with more respondents.

Percent of Total Budget Spent on Arts Education

Total Budget	0-20%	21-40%	41-60%	61-80%	81-100%	% Orgs
Less than $50,000	5	7	2	5	14	22%
$50,000 to $99,999	3	1	1	3	4	8%
$100,000 to $249,999	7	9	2	4	4	18%
$250,000 to $499,999	10	4	1	3	4	15%
$500,000 to $999,999	12	4	2	4	2	16%
$1 M to $2 M	9	3	0	1	2	10%
Over $2 M	15	0	0	0	1	11%

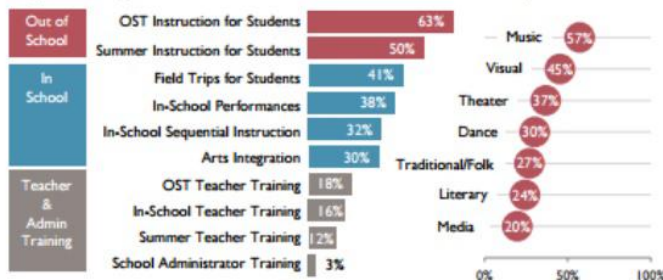Nearly 63% of responding organizations have less than **2** FTE devoted to arts education programming.

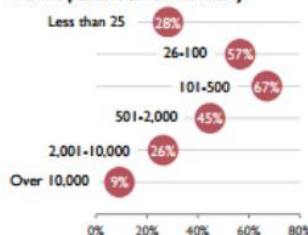**91%** Engage volunteers to deliver programs.

57% Use contractors to deliver programs.

Participants Served Annually
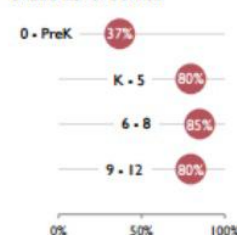
- Less than 25 — 28%
- 26-100 — 57%
- 101-500 — 67%
- 501-2,000 — 45%
- 2,001-10,000 — 26%
- Over 10,000 — 9%

(0% 20% 40% 60% 80%)

Grade Level Served

- 0 - PreK — 37%
- K - 5 — 80%
- 6 - 8 — 85%
- 9 - 12 — 80%

(0% 50% 100%)

Drawing from your own experience, what might explain some of the trends we are seeing in the survey?

WHAT BARRIERS DO THEY FACE?

#1 Lack of Funding

Lack of funding is the leading challenge for nonprofit organizations that provide arts education programs in Oregon.

"In our community, we are fortunate to have the support of the school district, volunteers, and collaborating organizations. However, our area continues to be impoverished, making finding funding support at the local level extremely difficult. Our program has room to grow..... How can we find consistent even partial funding?"

"At the beginning of last year, we cut our arts outreach program that brought residencies to schools. It was a grant funded program and each year there was a new funding stream and new priorities/goals/initiatives to meet. It was too difficult to keep the program consistent.... It was very difficult not to know whether or not we would be funded for the following year."

#2 Other Curriculum Priorities

Competing curriculum priorities is the second most pressing challenge to offering arts education in Oregon.

"...Other curriculum priorities in schools often directly relates to teachers and administration feeling overwhelmed by trying to meet Common Core and Next Generation Science Standards...."

#3 Space and/or Time Constraints

Space and/or time constraints – both those related directly to providing arts education, and also those related to developing arts education programming – also limit the ability of arts education providers to offer more opportunities to students both in and out of school.

"For a smaller organization like ourselves, the biggest obstacle is the need to devote organizational time and resources to establishing links with potential partners. The more assistance we have in forging contacts with educators, the better our outreach programs."

THE OREGON COMMUNITY FOUNDATION

OREGON ARTS COMMISSION

KEY EVALUATION FINDINGS

STUDENTS MADE SIGNIFICANT KNOWLEDGE GAINS AFTER COMPLETING CURE LESSONS

Gain from pretest to posttest

- Animal Research students: 25%
- Comparison students: 14%

Animal Research learning objectives
- Know the number of animals used in research in comparison with other uses
- Be able to discuss the relationship between humans and other animals across a spectrum
- Be able to address preconceptions about the use of animals in biomedical research
- Be able to consider the differing amounts of benefits and regulations pertaining to the many ways humans use animals

Gain from pretest to posttest

- Humans in Research students: 24%
- Comparison students: 11%

Humans in Research learning objectives
- Know the purpose and structure of each phase of a clinical trial
- Know the challenges of recruiting participants for a research study
- Know the purpose of studying rare diseases
- Know that many stakeholders are impacted during medical research
- Know that successful clinical trials require community support
- Be able to discuss ethical considerations that may be associated with a clinical trial

cure — Collaborations To Understand Research And Ethics

Student Impacts

ANIMAL RESEARCH STUDENTS MORE SUPPORTIVE OF ANIMAL RESEARCH AFTER COMPLETING LESSONS

- Supportive students: 56% AFTER / 41% BEFORE
- Unsupportive students: 37% AFTER / 42% BEFORE

Structured discussions, activities, case studies and ethical frameworks are used to introduce students to the complex topic of animal research.

The Science and Ethics of Animal Research

SCIENCE AND ETHICS STUDENTS SAW MORE VALUE IN CLINICAL TRIALS AFTER COMPLETING LESSONS

- Think clinical trials **HELP IMPROVE** human health: 69% AFTER / 31% BEFORE
- Think clinical trials **SOMETIMES HELP IMPROVE** human health: 31% AFTER / 66% BEFORE

Lesson strategies and bioethical discussions engage students in science content, as well as promote an understanding of the role of science in society. Designed to teach students how research involving humans is conducted and the ethical principles that guide scientists.
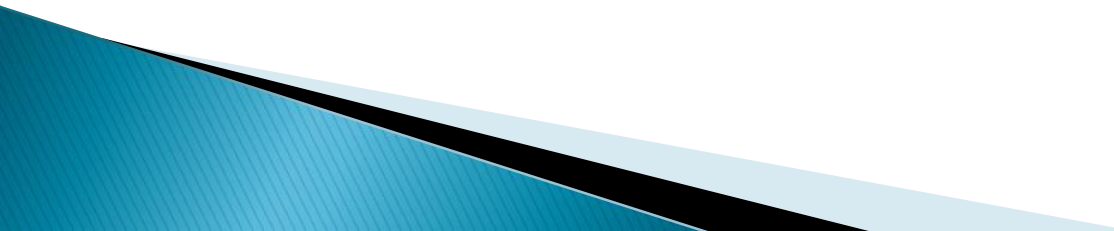
The Science and Ethics of Humans In Research

Who Participated?

4 TEACHERS @ 4 SCHOOLS WITH **115 STUDENTS** IN

CAMAS, WA | BATON ROUGE, LA | NORTH BEND, WA | KENT, WA

- 11th GRADE 15%
- 9th GRADE 34%
- 10th GRADE 23%
- 12th GRADE 28%

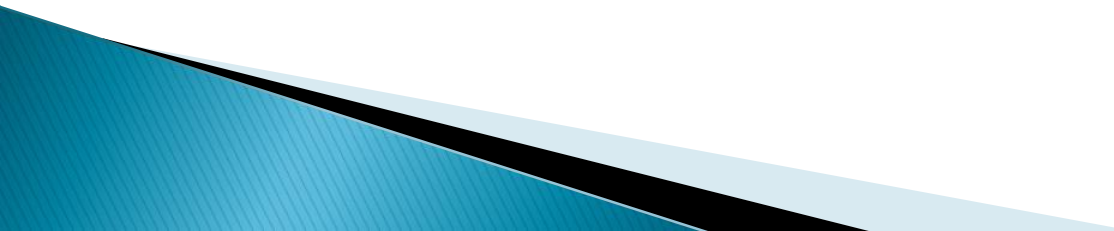**NWABR.ORG**
Northwest Association for Biomedical Research

Data Gallery

- Also known as "Data Walks"
- Used to review multiple research report findings
- Useful for both organization members and community stakeholders
- Have the potential to spur both individual and collective action

Data Gallery Continued:

▸ To debrief this activity, ask the following:
  ◦ What patterns did you see in the data?
  ◦ What gaps?
  ◦ What do you find interesting in these data?
  ◦ What assumptions might these data help to test?
  ◦ What other data would you want to have a fuller picture of the current context?
  ◦ Whose perspective is reflected in these data? Who is missing?
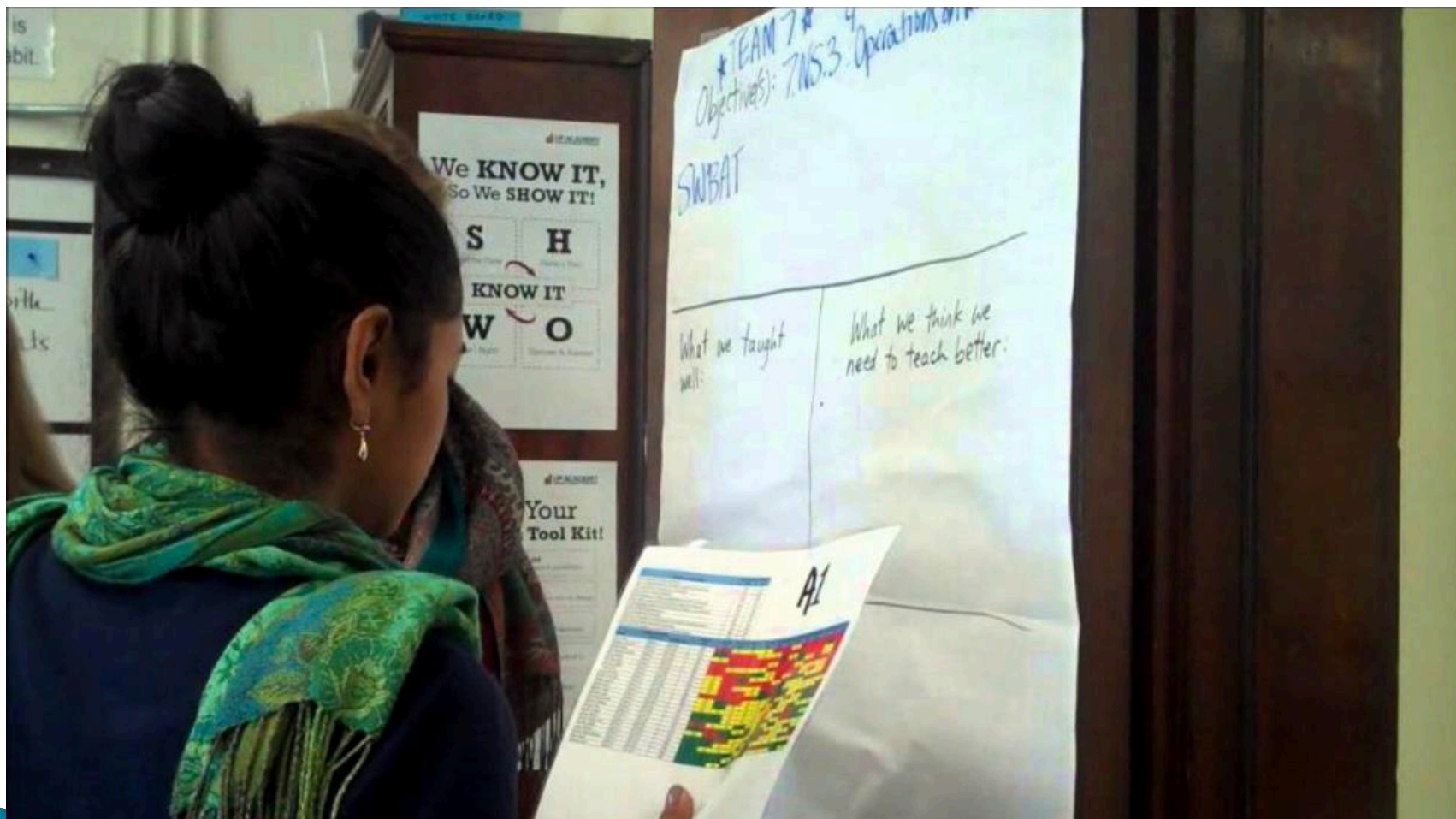
Which methods would be suitable for your college?

- Data Summits
- World Café
- Polling
- One Data Point
- Agenda Item
- Data Placemats
- Data Gallery
- Other?

Creating a Sense of Urgency

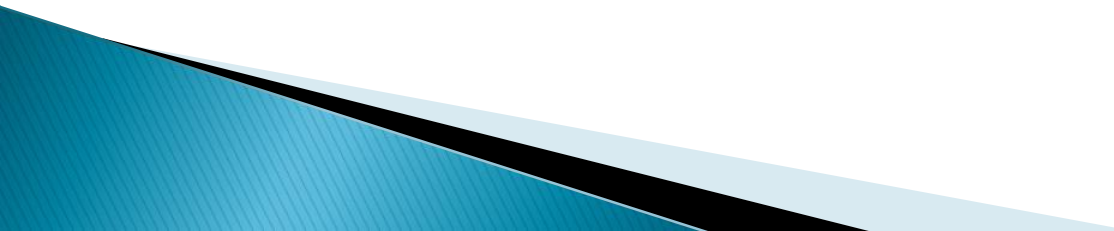# The Eight-Stage Change Process

▸ By

John P. Kotter

Leading Change

Eight Stages

1. Establishing a Sense of Urgency
2. Creating the Guiding Coalition
3. Developing a Vision and Strategy
4. Communicating the Change Vision
5. Empowering Broad-Based Action
6. Generating Short-term Wins
7. Consolidating Gains and Producing More Change
8. Anchoring New Approaches in the Culture

Error #1:

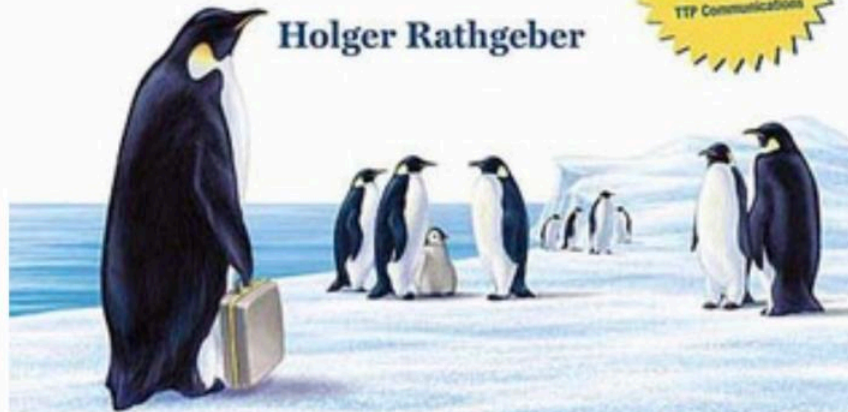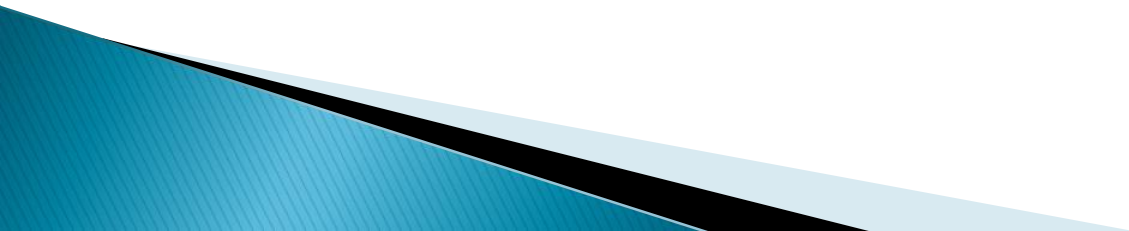## Allowing too much Complacency

Why is complacency high?

- Too much past success
- A lack of visible crisis
- Low performance standards
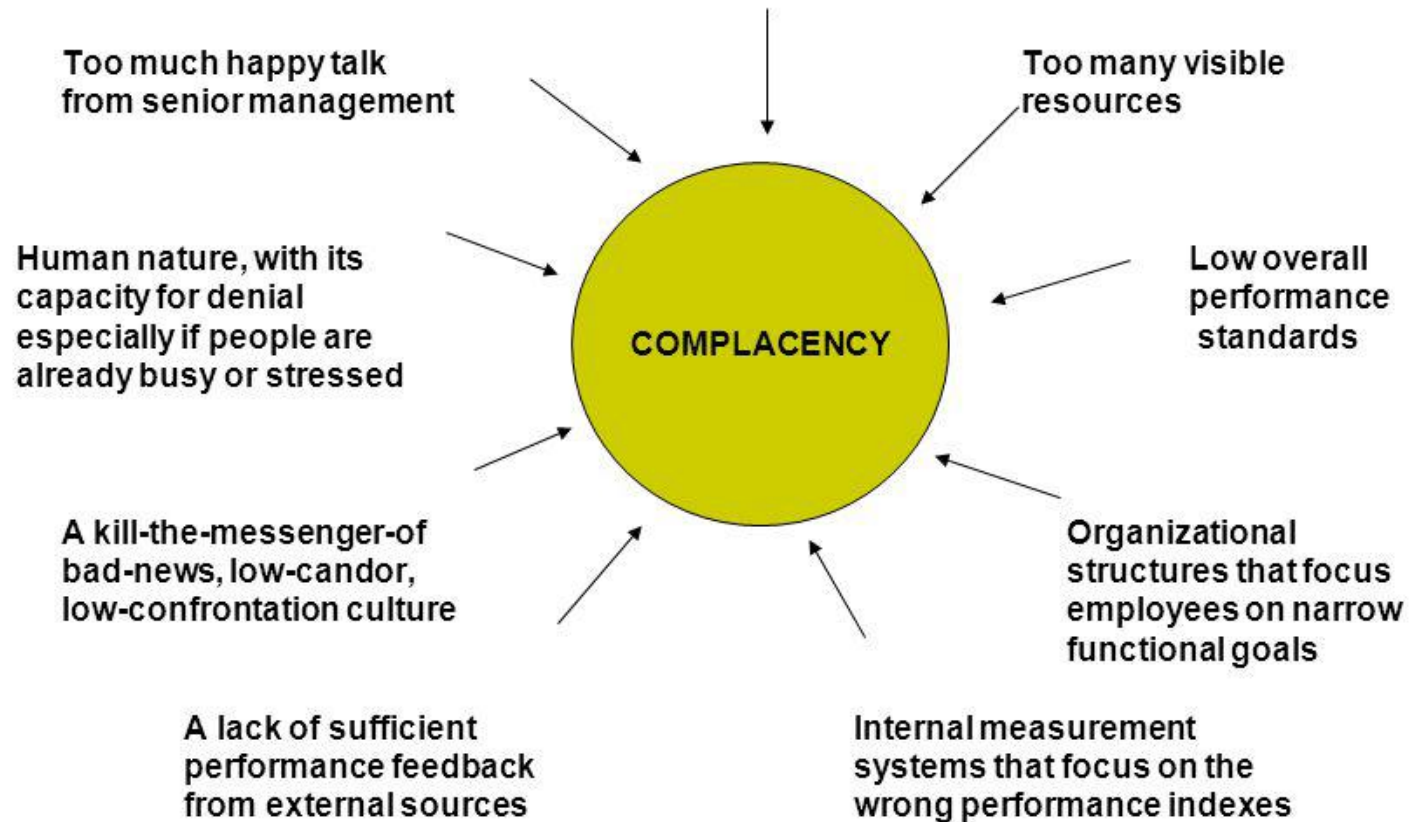- Insufficient feedback from external community

According to Kotter:

"Without a sense of urgency, people won't give the extra effort that is often essential…they won't make the needed sacrifices"

Sources of Complacency

Kotter, J. P. (1996). Leading Change. Boston: Harvard Business School Press. p. 40.

The absence of a major and visible crisis

Too much happy talk from senior management

Too many visible resources

Human nature, with its capacity for denial especially if people are already busy or stressed

COMPLACENCY

Low overall performance standards

A kill-the-messenger-of bad-news, low-candor, low-confrontation culture

Organizational structures that focus employees on narrow functional goals

A lack of sufficient performance feedback from external sources

Internal measurement systems that focus on the wrong performance indexes

Pushing Up the Urgency Level

Ways To Raise The Urgency Level

High Levels Of Urgency

- Create A Crisis
- Eliminate Excess
- Set High Targets
- Broader Performance measures
- More Data on Customer Satisfaction
- Talk Regularly To Unhappy Customers
- Use Consultants
- Honest Discussions
- Wonderful Future