Variation in Achievement is the Key

- Students in each racial/ethnic group vary substantially in test scores.
- In most grades, there are students in each racial/ethnic group that achieve the lowest possible score and the highest possible score.
- Within each racial/ethnic group, students participating in FRL score much lower than students not in FRL.
- After accounting for FRL status, gaps between White students and students of color are reduced, but still large (about 1/3 smaller).
- On average, American Indian, Latino, and Black students not in FRL score at levels near White students in FRL, across grades and subjects.
3/5/2020

**Reading Grade 3**

Where is the variability in student achievement located?

- 15% is between schools (due to school differences)
- 85% is within schools (due to student differences)
Accounting for student demographics

• We explain 20% of the variance within schools (student differences)
• And 72% of the variance between schools (school differences)
• Demographics include race, FRL status, special education status, English learner status, and sex.

Accounting for

• Student + School Demographics
• Student/Teacher Ratio
• Magnet/Charter Status
• Teacher Variables
  • Proportion certified
  • Average salary
  • Absence rates
  • Proportion in first 2 years
• OCR Variables
  • Expenses per student
  • Suspension rates
  • Sports available
  • Sports participation
School Composition (aka, segregation)

• On average, White students attend schools that are 5% Black, whereas Black students attend schools that are 30% Black.

• Nearly 94% of the state’s White students attend schools with 0-19% Black students;

• 42% of Black students attend such schools (this includes 85% of MN schools).

Another way to say this is:

• 58% of Black students attend schools with 20% or more Black students, compared to 6% of White students.
A Role for Social & Emotional Learning

- Learning is a social activity
- Cognitive development and identity development co-occur:
  - They are intertwined
  - We cannot be successful with one if we ignore the other
- The evidence regarding the importance of SEL is substantial, acknowledge by:
  - National Research Council
  - National Academy of Medicine
  - Aspen Institute
  - Minnesota Department of Education
MSS Highlights

• 99% of MN students report that they plan to graduate from High School
• For American Indian, Black, and Latino secondary school students - the percent of student that report they plan to go to college is higher than the percent that graduate from high school
• Differences in SEL measures based on race/ethnicity are much smaller than achievement disparities (one-third or smaller)
• Differences in SEL measures are substantial for students who have experienced trauma, been disciplined in school, skipped school, or identify as LGB

2013 5th Graders Over Time
120,000 Students

1. Commitment to Learning
2. Positive Identity & Outlook
3. Social Competence
4. Empowerment
5. Family/Community Support
6. Teacher/School Support
7. Positive Experience in After-school Activities
Percent of students with all three developmental skills has declined since 2016

<table>
<thead>
<tr>
<th>Year</th>
<th># of Developmental Skills</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
</tr>
<tr>
<td>2013</td>
<td>13%</td>
</tr>
<tr>
<td>2016</td>
<td>13%</td>
</tr>
<tr>
<td>2019</td>
<td>17%</td>
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</tbody>
</table>

Does SEL matter? **School Grades**

<table>
<thead>
<tr>
<th>Year</th>
<th>Average Grades in School</th>
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</thead>
<tbody>
<tr>
<td>2013</td>
<td>2.5</td>
</tr>
<tr>
<td>2016</td>
<td>3.0</td>
</tr>
<tr>
<td>2019</td>
<td>3.5</td>
</tr>
</tbody>
</table>

Total count of skills at equipped level
Does SEL matter? College Goals

Does SEL matter? Mental Distress