Governors’ Education Policy Advisors Institute

September 25, 2019
Welcome and Overview

Beth Caron
Director, NGA Education
NGA Solutions: The Center for Best Practices
Discussion: What NGA Can Do for You
GEPA-Only Programming

Tami Pyfer
Education Advisor
Office of Governor Gary Herbert - UT

LaTanya Pattillo
Teacher Advisor to the Governor
Office of Governor Roy Cooper - NC

Brian Mitchell
Director
Office of Science, Innovation, and Technology - NV

Siri Smillie
Policy Director
Education Commission of the States - MT
Lunch
Role of the GEPA: Seizing the Moment of Opportunity

Beth Caron  
Director, NGA Education  
NGA Solutions: The Center for Best Practices

Scott Palmer  
Managing Partner and Co-Founder  
EducationCounsel
SEIZING THE MOMENT

The Critical State Role in Education Policy Leadership

Scott Palmer, Managing Partner, EducationCounsel
2019 GEPA Boot Camp
September 25, 2019
What word would you use to describe the nature or degree of change we need in education?
This is a critical inflection point in education

- Changing world requires “deeper learning” for all – as moral, economic, and democratic imperative.
- Longstanding inequities and shifting demographics increase urgency.
- Political shifts and devolution create opening and need for new, deeper, balanced frame for education reform.
- Increasing knowledge and evidence provides new insights on what it takes to advance equity and excellence.
- Political election cycle creates heightened opportunities and risks.
A brief history of federal/national education policy

The Evolution of Standards-Based Reform

From “Loose-Loose” to “Loose-Tight” to “Tight-Loose”?

- ESEA/ War on Poverty (1965)
- Nation at Risk (1983)
- IASA (1994)
- NCLB (2001)
- Common Core (~2007)
- ESSA (2015)
State policy leadership can play a critical role in moving change in our complex education ecosystem.
State policy leadership can play a critical role

- Establishes requirements
- Creates incentives
- Removes barriers

- Provides resources
- Establishes rights
- Defines vision and agenda
Building a state leadership strategy

THE LIFECYCLE OF STATE EDUCATION LEADERSHIP TRANSITIONS

PHASE 1: Transition Team

PHASE 2: New Administration

- Election
- Inauguration
- State Leg Session

OCT  NOV  DEC  JAN  FEB  MAR  APR
Building a state leadership strategy

• Establish education as a priority
• Set a clear vision
• Engage stakeholders
• Analyze state data and context
• Review key research and practice
• Engage partners
• Set and advance priorities

• Consider the long term
• Think reactively and proactively
• Leverage the leverage
• Consider the cultural impact
The science of learning and development

A SoLD Alliance

In 2016, a diverse group of education researchers, practitioners, and policymakers came together to test a shared hypothesis that the science of learning and development provides powerful and actionable insights across multiple disciplines on how to transform our education and youth-serving systems, in terms of both structure and culture, to achieve our greatest hopes for our students in the 21st-century.
SoLD Alliance initial core findings

- Potential
- Malleability
- Individuality
- Context
- Relationships
- Integration
- Continuum
THANK YOU

Scott Palmer

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National State Membership Organizations Listening Session

**Facilitator**

Beth Caron
Director, NGA Education
NGA Solutions: The Center for Best Practices

**Speakers**

Jeremy Anderson
President
Education Commission of the States

Steve Bowen
Deputy Executive Director, State Leadership Council of Chief State School Officers

Michelle Exstrom
Group Director, Education Program
National Conference of State Legislatures

Robert Hull
President and CEO
National Association of State Boards of Education

Kathryn White
Director of Budget Process Studies
National Association of State Budget Officers
Networking Break
The Time for Data Driven Policymaking is Now
How To Be A Savvy Consumer of Data

Q: How can I know I can trust this data to help me make decisions?

Q: Where do these numbers come from?

Q: Is this data giving me a complete picture of what’s happening in schools and classrooms?
COLLECTED: Data reflects a series of decisions made by people.

COMMUNICATED: Data does not create meaning, people create meaning.

CONSUMED: Data will be met by critical consumers.
Determine who was a part of the process of generating the data.

Q: Has anything been left out?

Consider if the narrative being presented captures the whole story.

Q: Are there any other possible explanations for the findings?

Evaluate whether the data is presented with sufficient context.

Q: Do I have enough information to develop a clear picture?

Be mindful of what questions the data can and Cannot help you to answer.

Q: Can I use this data to make decisions on a larger scale?

Things to consider when making decisions with data
Put Your Savvy to Work
56% of Achieve More students who entered college in 2015 had graduated, transferred to a four-year university or remained in school two years later.

39% of recent high school graduates outside of Achieve More had done the same.

What questions do you have?
Using Data to Inform Policy: Opportunities & Cautions

Steve Voytek & Wayne Camara

September 25, 2019
NGA GEPA Conference
NGA-ACT 2018 Gubernatorial Profiles Project

- Starting point: 2018 Gubernatorial elections
- Resources that can help states think about their educational systems
- Snapshot in time for educational priorities and state of education
- Primary point of comparison: state vs. national average
- Identifying gaps or potential areas for attention / new policymaking
State of Hawai‘i Education

Early Childhood Facts

- Four-year-olds enrolled in public pre-K or Head Start: 16.8%
- Childcare Worker Mean Wage (hourly): $11.58 National, $10.72 State

High School Graduation Rate

- 82.7% Hawai‘i, 77.9% Hawai‘i Low-Income Students, 84% National Average

Are Hawai‘i Students Ready for College?
The ACT test is the most frequently taken college entrance exam in the U.S. The chart below shows the ACT Composite score distribution for students in Hawai‘i and the U.S. All public school students in Hawai‘i take the ACT.

ACT COMPOSITE

<table>
<thead>
<tr>
<th>ACT Composite</th>
<th>Hawai‘i</th>
<th>Nation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-18</td>
<td>53.4%</td>
<td>39.9%</td>
</tr>
<tr>
<td>19-23</td>
<td>27.3%</td>
<td>29.1%</td>
</tr>
<tr>
<td>24-36</td>
<td>19.3%</td>
<td>31.0%</td>
</tr>
</tbody>
</table>

STEM Careers: Are Hawai‘i Students Interested and Ready?

In Hawai‘i, 43.5 percent of ACT-tested students from the class of 2018 had aspirations to pursue a future in STEM. Of those students, 17.6 percent are prepared for first-year college coursework related to STEM fields.

College Readiness is More than ONE Number

Along with their ACT Composite score, students also receive scores in four subject areas – Math, Science, English, and Reading – along with target (or “benchmark”) scores that will help them gauge their likelihood of earning a B or C in credit-bearing first-year college courses. The percentages of students who met at least three of these four Benchmark scores are provided below.

Students in Hawai‘i Who Met at Least 3 of 4 College-Ready Benchmark Scores

<table>
<thead>
<tr>
<th></th>
<th>Overall</th>
<th>Nation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>25.6%</td>
<td>38.3%</td>
</tr>
<tr>
<td>First Generation</td>
<td>14%</td>
<td>17.1%</td>
</tr>
<tr>
<td>Low Income</td>
<td>14%</td>
<td>18.9%</td>
</tr>
</tbody>
</table>

Higher Education Stats

<table>
<thead>
<tr>
<th>Higher Education Statistical Information</th>
<th>Hawai‘i</th>
<th>National Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Appropriations per Full-Time Equivalent</td>
<td>$10,810</td>
<td>$7,642</td>
</tr>
<tr>
<td>Total State Grant Expenditures as Percentage of State Fiscal Support for Higher Education</td>
<td>0.5%</td>
<td>12.7%</td>
</tr>
<tr>
<td>Percent Change in Total Spending Since 2008</td>
<td>-0.9%</td>
<td>-11.6%</td>
</tr>
<tr>
<td>State Grant Aid per Full-Time Undergraduate Student</td>
<td>$76.45</td>
<td>$816.79</td>
</tr>
<tr>
<td>Need-Based State Grant Aid per Full-Time Undergraduate Student</td>
<td>$76.45</td>
<td>$623.66</td>
</tr>
</tbody>
</table>

Higher Education Outcomes

Percent of Residents with an Associate’s Degree or Higher:

- Hawai‘i: 41.8%
- National Average: 39.2%

Percent of Residents with a Bachelor’s Degree or Higher:

- Hawai‘i: 31.4%
- National Average: 30.9%

Average Student Debt:

- Hawai‘i: $25,125
- National Average: $28,650
Data informing policy

Two paths:

• Begin by identifying the question...then determine the type of data you need, OR

• By understanding your data... who is included, how it was collected, what is says and what it doesn’t say.
Data informing policy

Two paths:

- Begin by identifying the question... then determine the type of data you need, OR
- By understanding your data... who is included, how it was collected, what is says and what it doesn’t say.

- ACT data – represents a graduation cohort in 15 states, but self selected populations in 35 states.
- Valid comparisons (within state year to year – across state) among those 1 census testing states and schools/districts.
- Caution is needed in making comparisons in other jurisdictions.
Scatterplot – Percent students testing x 2019 mean ACT state average
Understanding Subgroup Differences by Socioeconomic Status

• Large ACT performance differences by family income

• Mean differences were reduced significantly (87-95%) after account for student and school characteristics

• Takeaway: Subgroup differences by income largely attributable to differential academic preparation
ACT STEM College Readiness Benchmark

Preparation and Academic Advising

- Benchmarks for all students and majors may disguise the level achievement required for success in STEM
- STEM majors take more rigorous math and science course: calculus, biology, chemistry and physics.
- STEM Benchmark of 26 (vs 22-23)
- Indicator of students’ readiness to succeed in a STEM major
## Yea-to-Year Change in Average School or District Scores

<table>
<thead>
<tr>
<th>School/District Test Takers</th>
<th>Score Change</th>
<th>Score Change % rank</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 - 49</td>
<td>21 to 19.5 (-1.5)</td>
<td>11&lt;sup&gt;th&lt;/sup&gt; percentile</td>
<td>Your score change matched or exceeded that of 11% of all districts</td>
</tr>
<tr>
<td>200 or more</td>
<td>21 to 19.5 (-1.5)</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; percentile</td>
<td>Your score change matched or exceeded that of 1% of all districts</td>
</tr>
</tbody>
</table>

**Interpretation**: Your score change matched or exceeded that of 11% of all districts.
Closing Remarks

Beth Caron
Director, NGA Education
NGA Solutions: The Center for Best Practices