

# Measuring Achievement Gaps and Social and Emotional Learning

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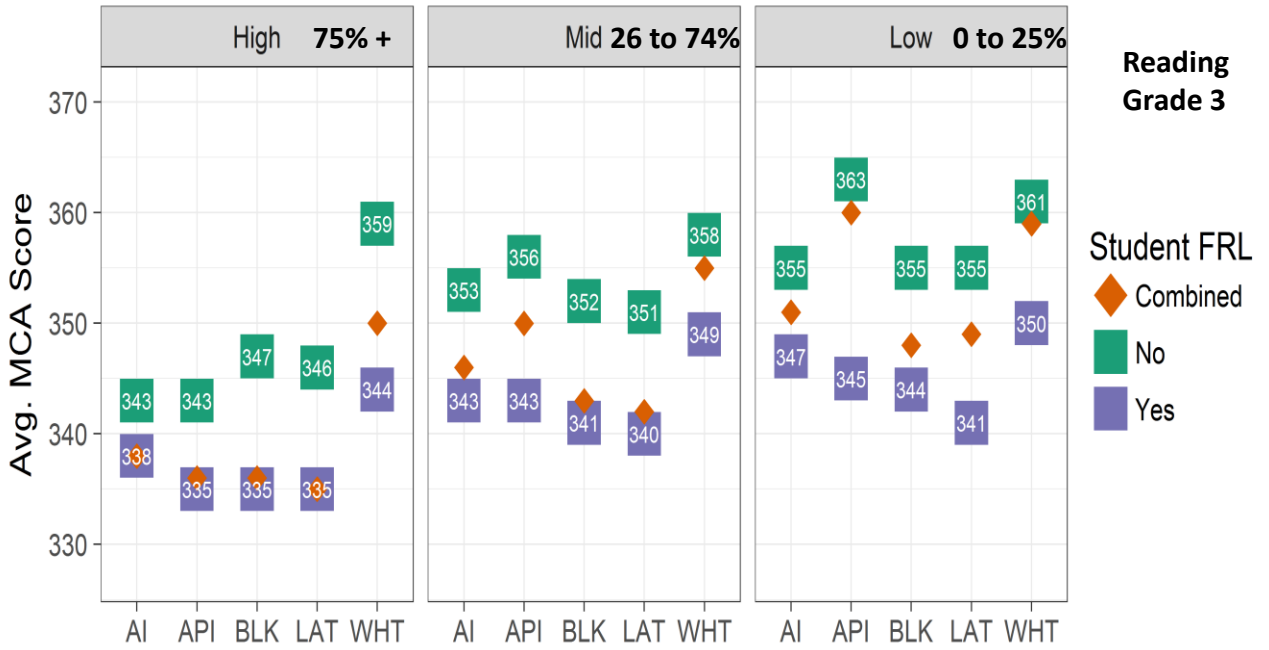
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## Variation in Achievement is the Key

- 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.

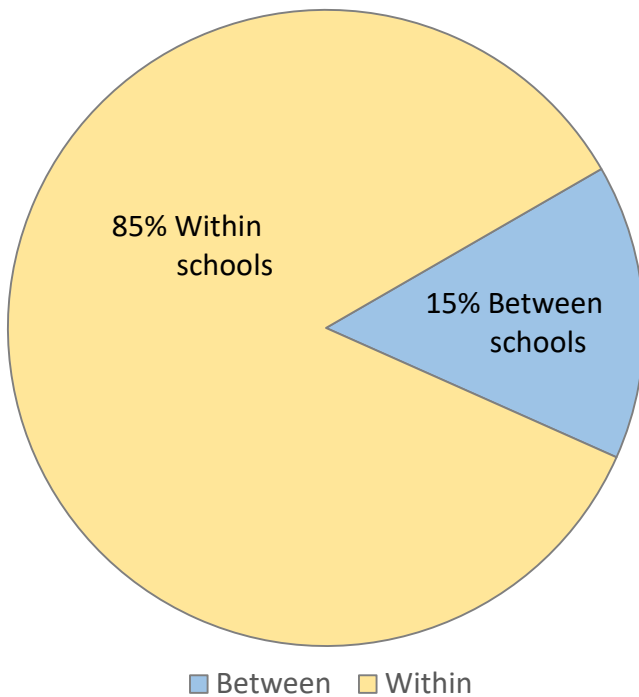
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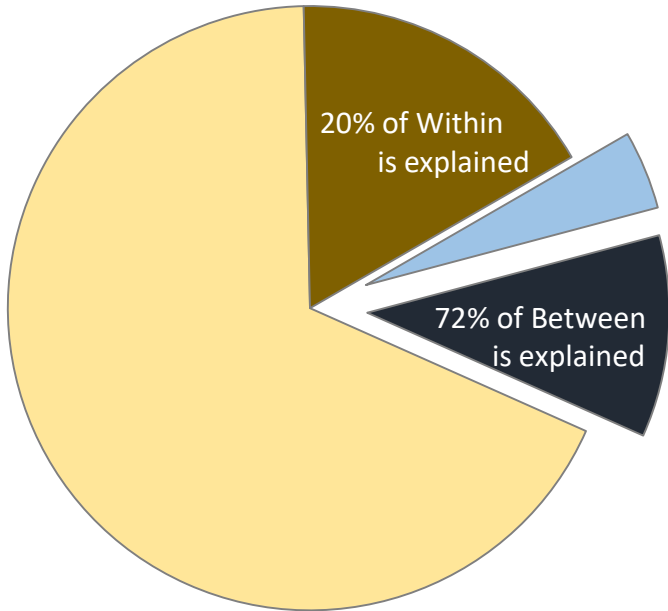
### 3<sup>rd</sup> Grade Reading

Where is the variability in student achievement located?

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

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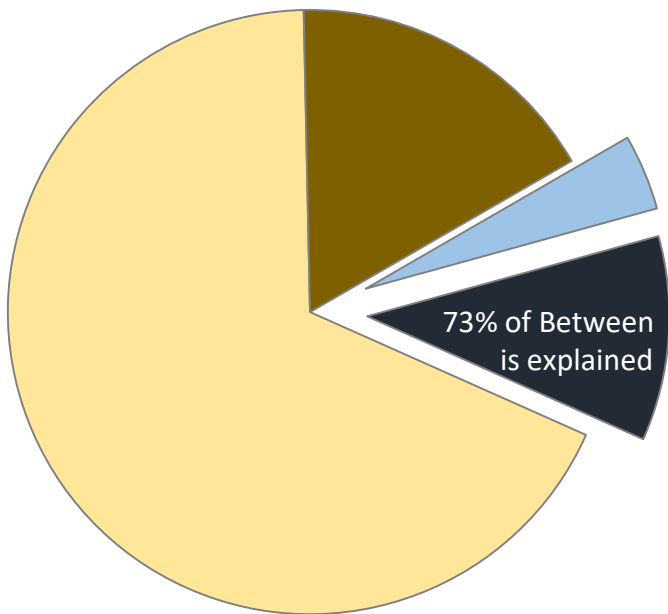
■ Between ■ Between Explained ■ Within ■ Within Explained

### 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.

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■ Between ■ Between Explained ■ Within ■ Within Explained

### 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

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# School Composition (aka, segregation)

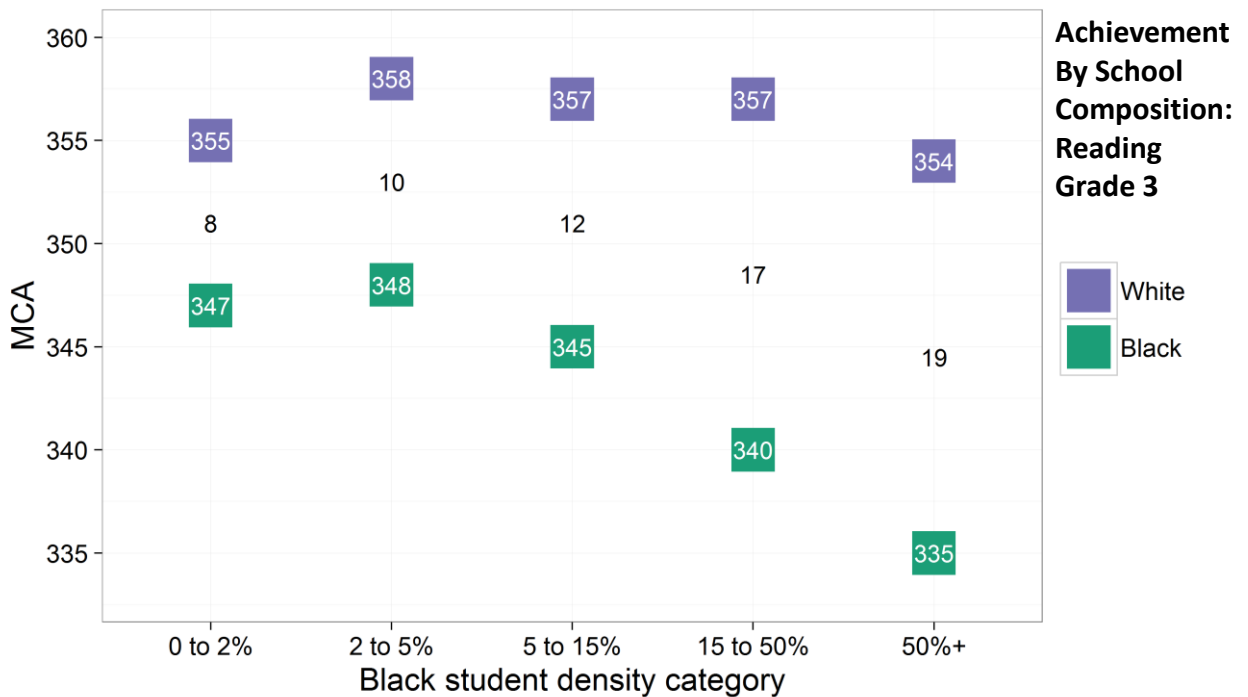
- On average, White students attend schools that are 5% Black, whereas Black students attend schools that are 30% Black.
- Nearly 94% of the state’s White students attend schools with 0-19% Black students;
- 42% of Black students attend such schools (this includes 85% of MN schools).

Another way to say this is:

- 58% of Black students attend schools with 20% or more Black students, compared to 6% of White students.

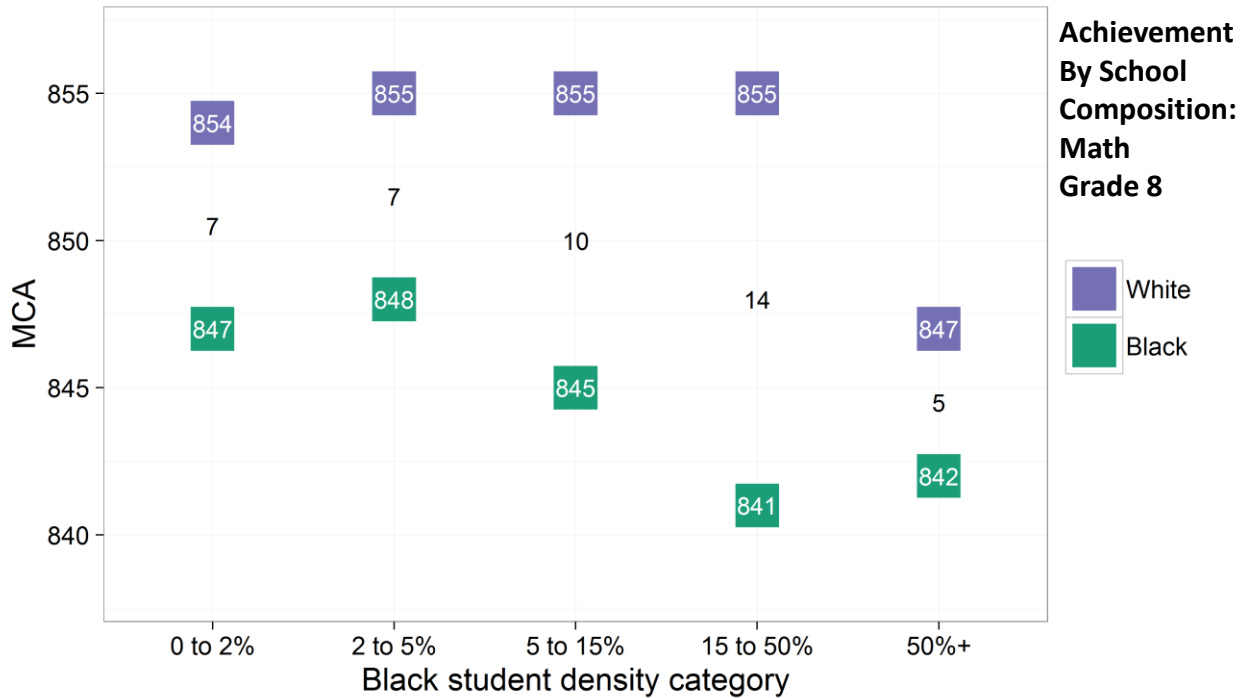
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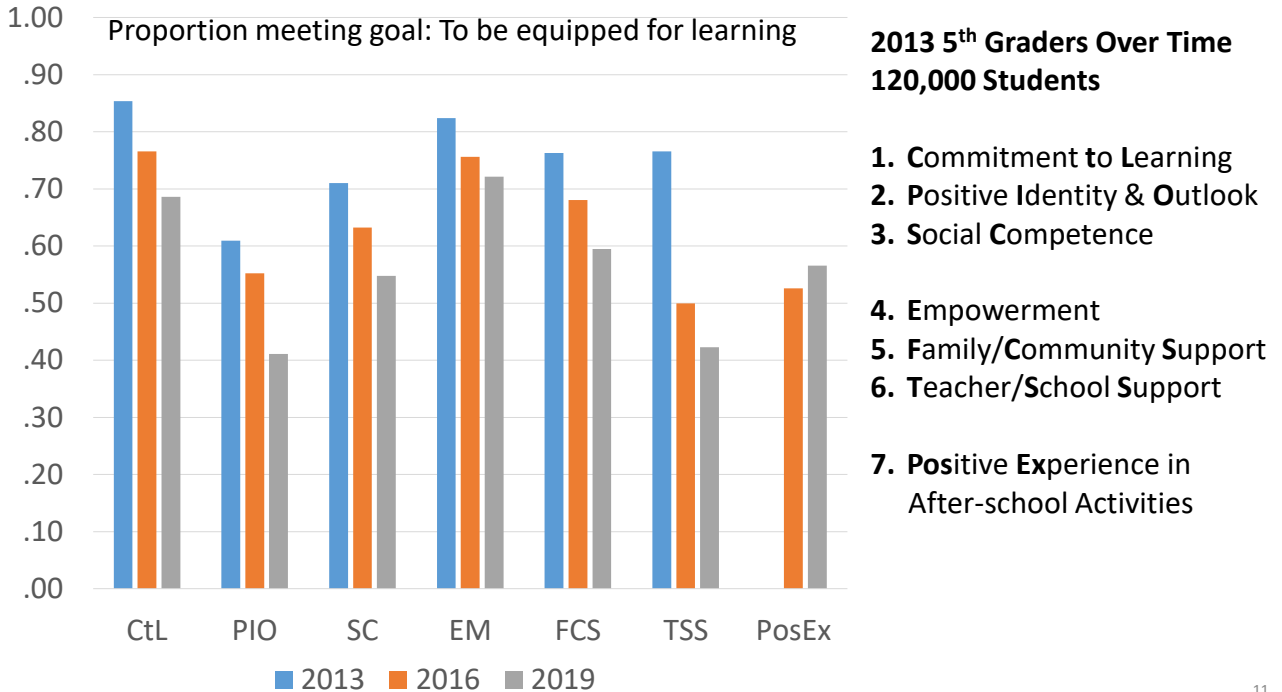
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## A Role for Social & Emotional Learning

- 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

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## 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

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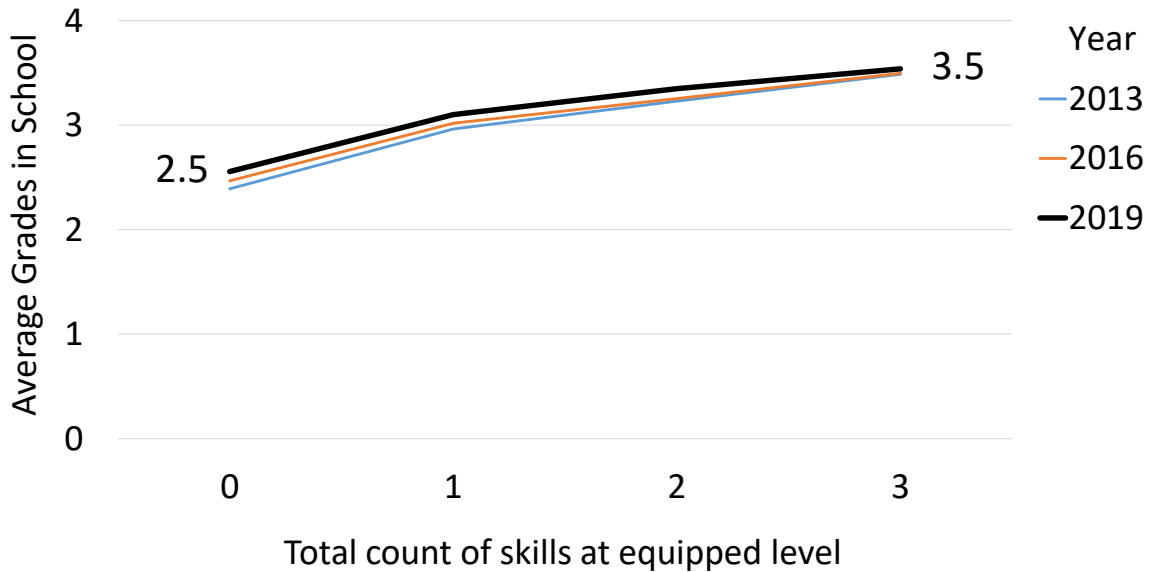
Percent of students with all three developmental skills has declined since 2016

Year	# of Developmental Skills			
	0	1	2	3
2013	13%	21%	24%	42%
2016	13%	22%	23%	42%
2019	<b>17%</b>	24%	25%	<b>34%</b>

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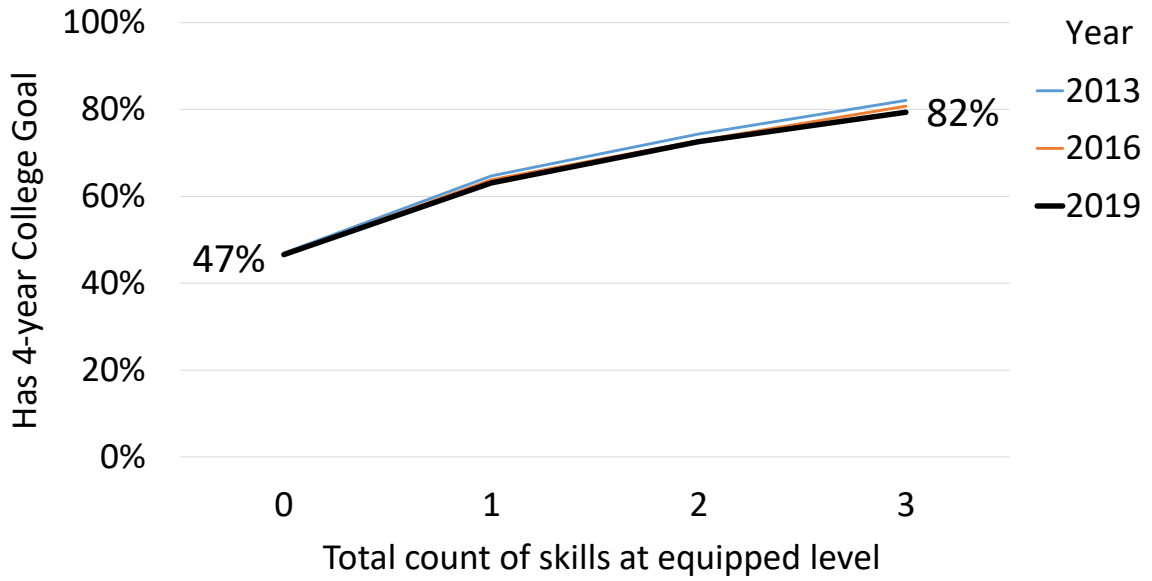
### Does SEL matter? School Grades



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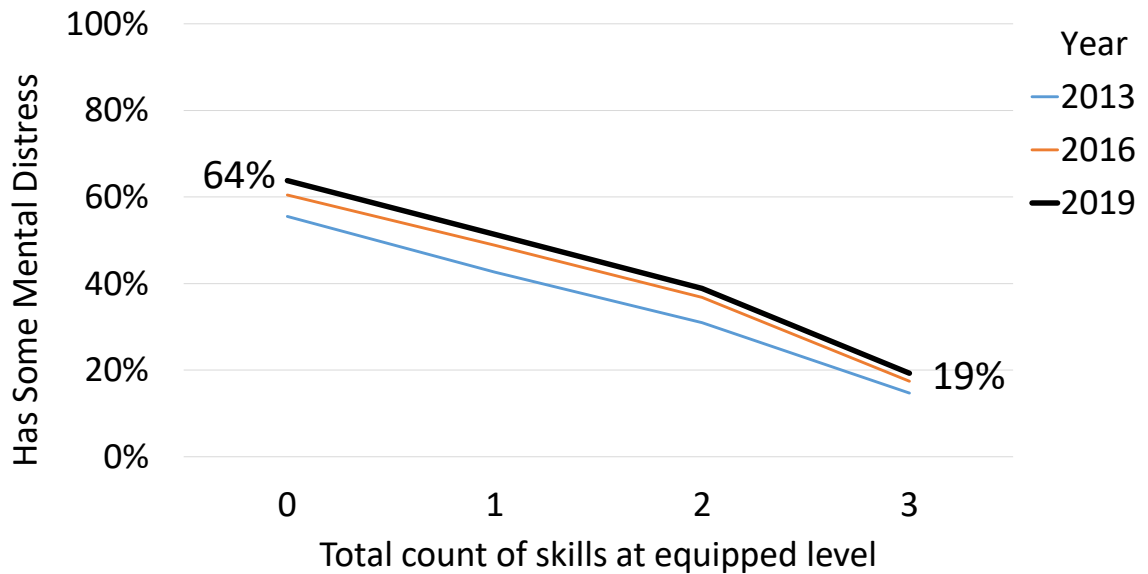
## Does SEL matter? College Goals



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## Does SEL matter? Mental Distress



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