SUN Equity Index Recommendations

SUN SS Coordinating Council
February, 2013

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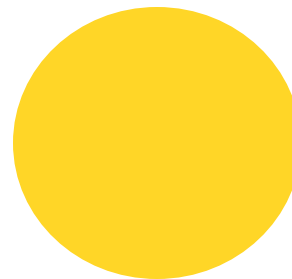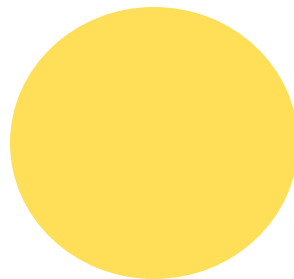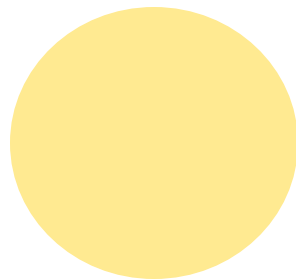
Recommendation

Include both poverty and race & ethnicity (non-white students) in the formula for the SUN index that ranks schools by need.

Revisit the possibility of a data point related to the achievement gap once the new Smarter Balance assessment at the state is fully implemented.

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Purpose of the Index

Prioritizing the school communities with greatest need for becoming SUN Community Schools – and potentially for receiving other school-based services

Need as defined by those most experiencing conditions that we know are correlated to disparities in academic and other outcomes

Where We've Been

Two meetings of Equity Workgroup (3/3 & 8/8) and associated staff data work Spring-Fall 2012

- ▸ Emerging consensus on adding race/ethnicity to index
- ▸ Interest in achievement indicator but lack of clarity about availability of good data pt

SUN Service System Coordinating Council Equity Lens Retreat in October

Need for decision on equity index for use in FY14 budget processes and Cradle to Career processes

1/10 Meeting of Equity Workgroup to make recommendation for FY 13 and FY14

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Race & Ethnicity

Considerations

▸ Availability and reliability/stability of the data
  ◦ Race & ethnicity better disaggregated now
  ◦ Available every year and readily available

▸ Equity lens questions:
  ◦ What effect does adding race have?
  ◦ Who benefits?
  ◦ Does it improve our ability to understand and prioritize need?

▸ Are there unintended consequences of adding this factor?

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Poverty
examples of changes to school ranking

SCHOOL	Poverty Index	Race & Ethnicity Index	Equity Index
Alder	1	2	1
Harrison Park	3	4	2
Boise Eliot	9	1	3
Scott	9	4	4
Cesar Chavez	12	3	5
Reynolds MS	11	7	6
Lent	7	13	7
Hartley	8	15	8
HB Lee MS	15	10	9
Glenfair	6	19	9

Recommendation 1

Include both poverty and race & ethnicity (non-white students) in the formula for the SUN index that ranks schools by need.

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Achievement Gap

Process

Considerations

▸ Availability and reliability/stability of the data
  ◦ Uncertain if same data will be readily available in future years
  ◦ Testing system will change in coming years
  ◦ Concerns about how reliable/meaningful measure is – high school, sample size, etc.
  ◦ Only one year of data is reflected – doesn't indicate sustained trend necessarily

▸ Equity lens questions:
  ◦ What effect adding achievement gap has
  ◦ Who benefits?
  ◦ Does it improve our ability to understand and prioritize need?

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Recommendation 2

Revisit the possibility of a data point related to the achievement gap once the new Smarter Balance assessment at the state is fully implemented.

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