Committee on Identifying Indicators of Education Equity
Committee on National Statistics (CNSTAT)

Meeting 2: October 2-3, 2017
National Academies of Sciences, Engineering, and Medicine
Keck Center
Room 201
500 Fifth St., NW
Washington DC

Agenda

Meeting Objectives

- Discuss our approach to assessing the research base. Will the commissioned papers provide the information we need? Is there additional information we need to ensure that our indicators are well supported by evidence?
- Discuss our definitions of equity and disparity. Develop conceptual and operational definitions of equity that can guide our work.
- Develop operational criteria for indicators. How do we move from research findings to reliable, valid, and useful indicators?

Monday, October 2

8:00 – 9:15	CLOSED SESSION

9:30 – 2:15	OPEN SESSION Moderated Panel Discussions

9:30   Tab B   Welcome, Introductions, Review of the agenda
Lorraine McDonnell and Christopher Edley, Committee Co-chairs

Panel Discussions
Panel discussions will focus on research related to the following valued education outcomes:

1. *Kindergarten readiness*
2. *Strong academic growth and achievement in English language arts and math in grades K-12*
3. *Engagement in schooling (i.e., attendance, course enrollment)*
4. *On-time high school graduation*

5. *Graduating college-ready (in terms of coursework and GPA, not just ACT/SAT scores)*
6. *Postsecondary enrollment in higher education and training*

Each panelist has been assigned to one or two of the six outcomes and has agreed to prepare a paper that reviews the literature on equity issues related to the outcome.

In the paper, panelists will also examine literature on the predictors/correlates of those outcomes and on equity issues related to these predictors and correlates.

Panelists will consider predictors and correlates from 4 broad categories: (a) family and home environment; (b) child and adolescent social-emotional and academic development; (c) in-school structures, supports, and resources; and (d) community and neighborhood environment.

The panel discussions are designed to lay the groundwork for the papers, and the information will be used to refine the goals for each paper.

There will be 3 parts to the panel discussions. Part 1 will focus on each outcome separately. Parts 2 and 3 will be cross-outcome discussions.

Panelists

Pre-K Readiness
Katherine Magnuson, U of Wisconsin (by phone)

K-12: Strong Achievement and Academic Progress and Engagement in Schooling
These two outcomes were combined for the purpose of the literature reviews because they draw from similar research bases. The categories of predictors have been split across 3 panelists as detailed below.

Stephanie Jones, Harvard
> *Will address predictors related to out-of-school supports in home environment and social-emotional development*

Douglas Ready, Columbia Teachers College
> *Will address predictors related to in-school supports, such as school curricula, resources, teachers, support systems*

Lori Taylor Texas A&M

Will address predictors related to school finance, economics of education

On-time High School Graduation
Russell Rumberger, Jay Plasman, UC Santa Barbara

Transition to Postsecondary Education & Training
Lashawn Richburg-Hayes, Insight Policy Research

9:45-11:00   **Part 1: Describe Outcomes and Predictors (10 minutes per panelist, 15 mins discussion)**

Discussion Leaders: Laura Hamilton, Sara McLanahan

Each panelist will give a brief, 10-minute overview for the assigned outcome and address the questions listed below. This may could include a few power point slides, handouts, and/or citations for important studies.

1. **Describe Outcomes:** How is each outcome defined and measured? What are the components/subcomponents of each outcome?

2. **Describe Predictors/Correlates/Opportunities:** What are the most powerful predictors/correlates of performance on the outcome? How are the predictors/correlates defined and measured?

11:00- 12:00   **Part 2: Cross-Outcomes Discussion of Equity (60 mins.)**

Discussion Leaders: Sean Reardon, Sharon Lewis

Two committee members will lead panelists in a discussion of similarities and differences in predictors/correlates across outcomes. The focus will be on the factors that affect disadvantaged students in ways that result in disparities in outcomes.

3. **How do predictors/correlates relate to equity?** Which predictors/correlates are most associated with disparities (e.g., by race, SES, immigration status, EL status, other) on each outcome measure?

12:00-12:45   Lunch in Meeting Room

| 12:45 to 2:15 | **Part 3: Cross-Outcomes Discussion of Indicators and Policy Interventions (90 mins.)** |

Moderators: Karolyn Tyson, Morgan Polikoff

Two committee members will lead panelists in a cross-outcomes discussionof research on leverage points for policy interventions and on potential indicators that could facilitate such interventions.

4. **Which predictors/correlates are sensitive to policy intervention?** Which predictors/correlates are the most "malleable," and likely to change as a result of targeted policy interventions intended -to increase equity in the outcomes?

5. **Which factors are candidates for indicators?** What components of the outcomes and predictors/correlates "rise to the top" as potential indicators? What do you see as challenges or limitations associated with those potential indicators?

| 2:15 | **Adjourn open session** |

| 2:30 – 5:00 | **CLOSED SESSION** |

Tuesday, October 3

| 9:00 – 3:00 | **CLOSED SESSION** |

| *12:30* | *Working Lunch in Meeting Room* |

| 1:00 | **Continued discussion of report outline** |

| 2:00 | **Take stock of where we are, decide on next steps** |

| 3:00 | **Adjourn** |

Next meeting: Jan. 29 and 30, Beckman Center, UC Irvine