



SAINT LOUIS
RESEARCH-PRACTICE
COLLABORATIVE

Research from the classroom, for the classroom

Sharing Data, Building Trust: A St. Louis Case Study in Data Collaboration

Presented by:

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Washington University in St. Louis

Social Policy Institute

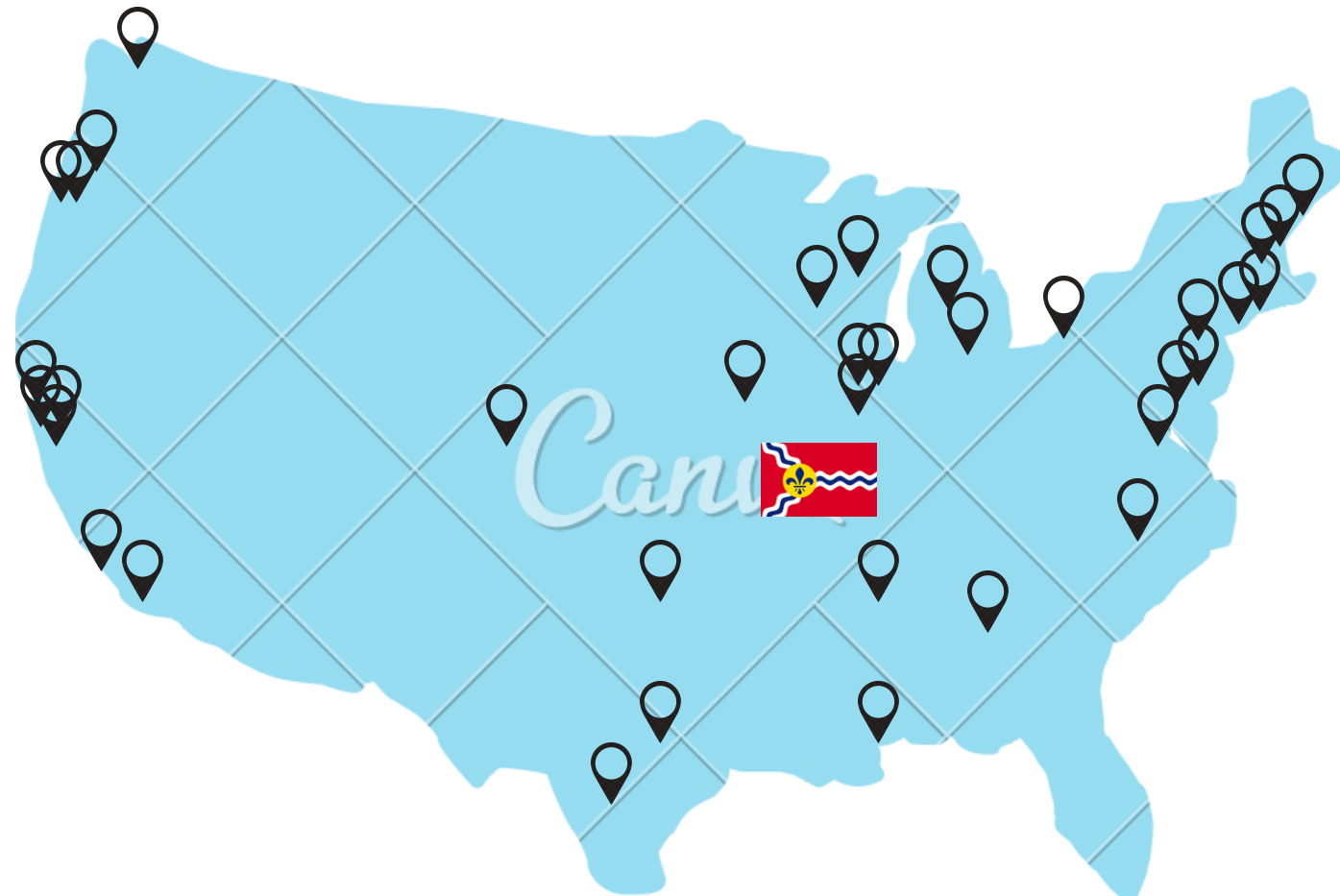
November 8, 2023

STL SCHOOL RESEARCH-PRACTICE COLLABORATIVE (SRPC)

CONDUCTING PRACTITIONER-LED RESEARCH FOR STL CITY SCHOOLS

MISSION

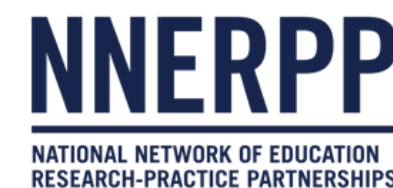
The SRPC's mission is to conduct rigorous research in deep partnership with educators to inform policies and practices that foster systemic improvements in educational, social, and emotional growth for students in STL schools.



THERE ARE OVER 50 EDUCATIONAL RPPS IN THE COUNTRY

MULTI-INSTITUTIONAL

TO UNDERSTAND SHARED CHALLENGES IN OUR REGIONS' SCHOOLS

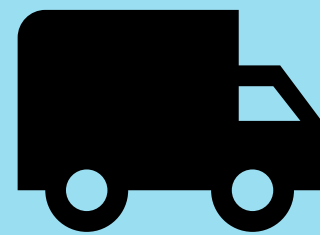


OUR FUNDERS

James S. McDonnell Foundation (JSMF)

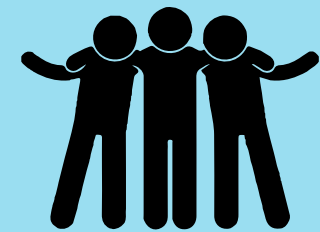
Local STL Family Foundation

STUDENT MOBILITY WAS IDENTIFIED BY EDUCATORS AS A PILOT TOPIC TO STUDY ACROSS ST. LOUIS CITY SCHOOLS



UNKNOWN REASONS FOR STUDENT MOBILITY

Practitioners need to know the root causes behind student mobility to allocate their time and resources effectively.



NEGATIVE IMPACTS ON SCHOOL CULTURE

Mobility negatively impacts student social and emotional adjustment and relationship development; students start to feel school is "optional".



MISSING STUDENT HISTORY

Students sometimes transfer with no transcript or documents detailing what they have learned; teachers may need to arbitrarily assign grades.

STL SCHOOL RESEARCH-PRACTICE COLLABORATIVE SRPC



DR. CANDICE CARTER-OLIVER

CONFLUENCE ACADEMIES, CEO
SCHOOL LEADERS COLLABORATIVE, CO-CHAIR
STL RESEARCH-PRACTICE COLLABORATIVE,
ADVISORY COUNCIL



DR. JASON JABBARI

BROWN SCHOOL, ASSISTANT PROFESSOR
SOCIAL POLICY INSTITUTE, DIRECTOR OF
COMMUNITY PARTNERSHIPS
STL RESEARCH-PRACTICE COLLABORATIVE,
STUDENT MOBILITY COMMITTEE CO-CHAIR

TODAY'S OBJECTIVES

- 1 SRPC: A Different Way of Doing Research
- 2 Data and Building Trust: Student Mobility
- 3 Learning and Adapting to Move Forward
- 4 Questions | Comments

Why Trust and Why an SRPC?

- 1. We need commitment.**
- 2. We require reciprocity.**
- 3. We know relationships matter.**
- 4. We seek communication.**

**Why are practitioners wary of
researchers?**

Consequences for breaking trust:

- 1.potential short-term gain
- 2.potential long-term economic loss
- 3.negative relationship consequences
- 4.negative reputational
consequences



Schools

+

researchers

We must spend time to understand the problem.

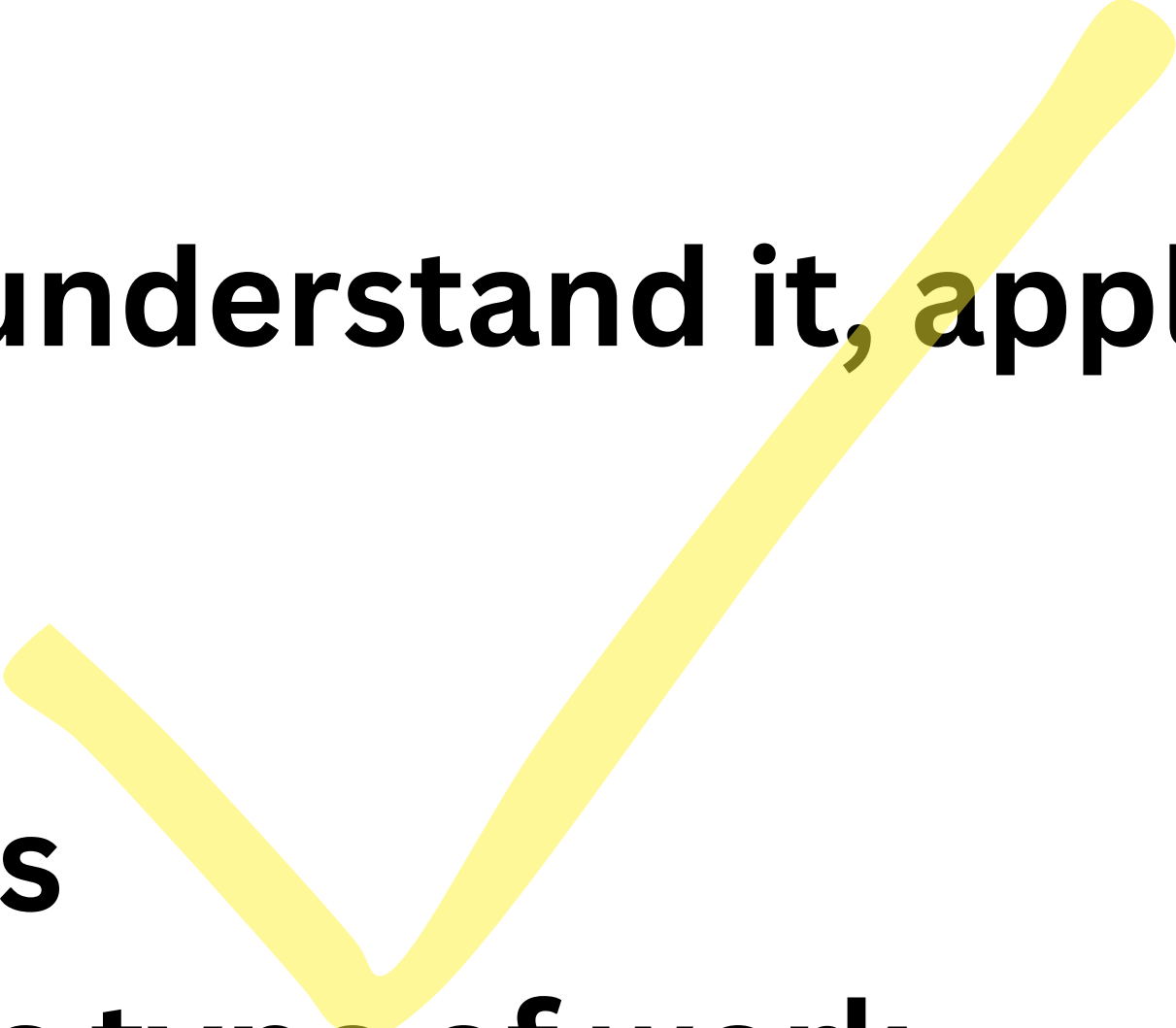
Leaders help schools by

1. Recognizing two inescapable truths
 - a. the quality of an educational system cannot exceed the quality of its teachers and leaders
 - b. the most essential way to improve student outcomes is to improve instruction
2. Focusing relentlessly on teaching, learning, and leading by
 - a. setting and monitoring progress toward clear, non-negotiable goals for teaching and learning
 - b. strategically aligning resources and improvement efforts with their goals
3. Creating cultures and systems that support continuous improvement
 - a. using **data to highlight bright spots and opportunities for improvement**
 - b. **making it okay** for practitioners to ask questions/expose weaknesses

**What advantages and
limitations are made present
with school research-practice
partnerships?**



Practitioners need...

- **Clear opportunities of what it presents to collaborate with data**
 - **Support to use data (understand it, apply the implications)**
 - **Collaboration**
 - **Data people in schools**
 - **Others involved in this type of work**
 - **Ethical use of student data**
- 
- A large, thick yellow checkmark is drawn across the right side of the slide, starting from the middle of the list and extending upwards and to the right, crossing over the text 'apply the implications'.

Why Trust and Why an SRPC?



complex or refined
gard or dislike
le or aggressive manner
water
g; overbearing
ved away as in pain
rd; without respect

piration

- A Please come on time and be ready to learn
- B Please sit down and give your attention when speaking
- C Please speak when given permission
- D Please get up when asked

- 1. I
- 2. G

B. Acad
I. Rec

action RESEARCH

NOTES
BY:

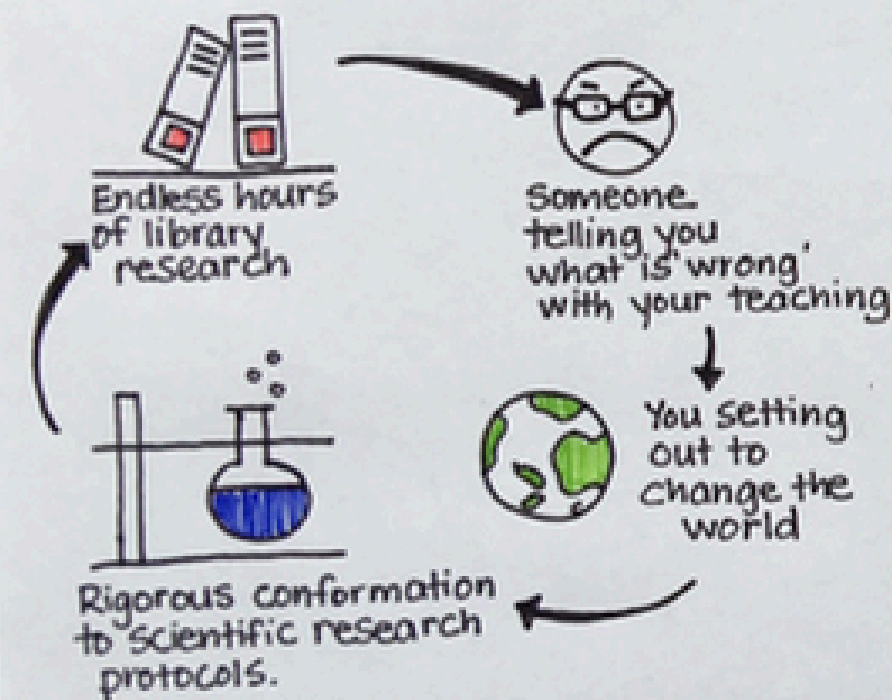
@tersony



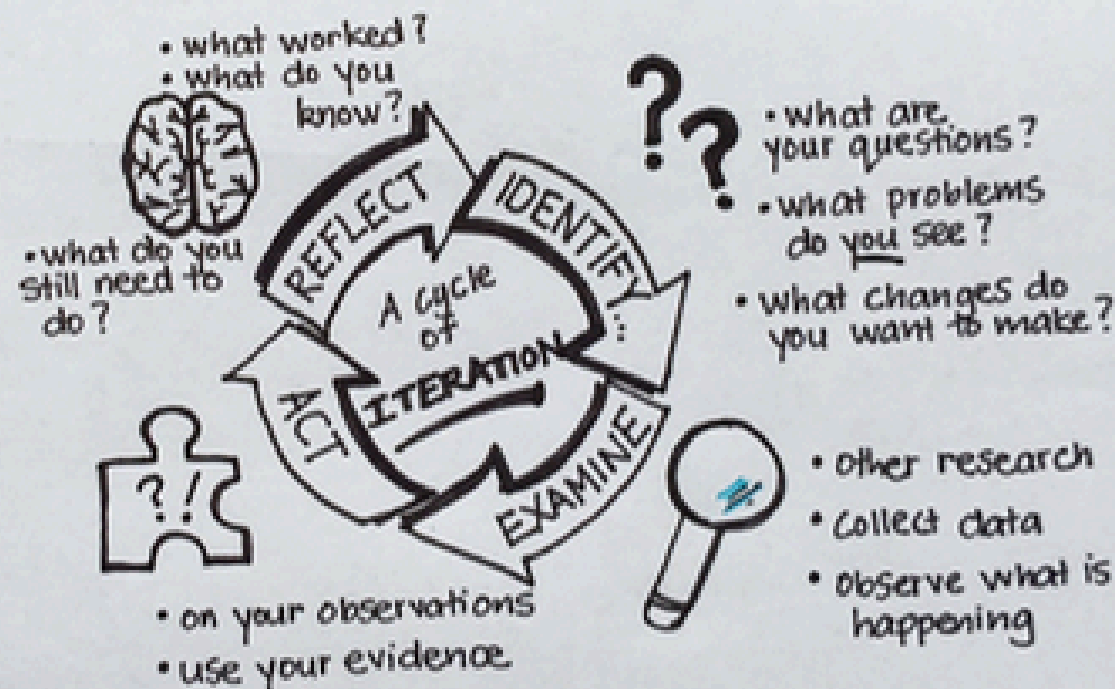
Stephen
Corey
1949

One of the excellent incidental effects of conducting action research is that the people involved come to some disturbing conclusions regarding their tendencies to **GENERALIZE** in the absence of **EVIDENCE**.

IT IS **NOT**:



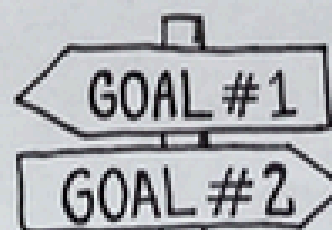
BUT IT **IS**: CYCLICAL...



If we teach *today*
As we did *yesterday*
We rob our
children of *tomorrow*.



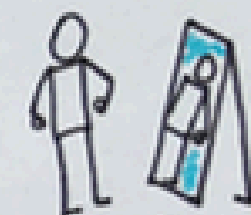
John Dewey



"Arriving at one goal is the starting point to another."

-JOHN DEWEY

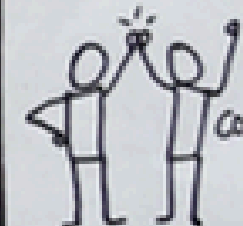
Benefits of ACTION RESEARCH



opportunity to reflect on your practice

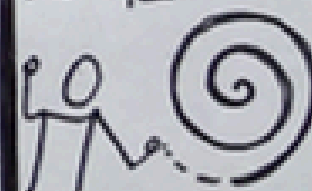


Sparks ideas for improvement
"AHA" moments!



Can be a cooperative task

Helps to target specific problems that you identify



Ongoing PD that will improve over time

Research is already happening every day by teachers and school leaders



Teachers have many
demands on their time

Getting to Scale with Good Educational Practice

RICHARD F. ELMORE

Harvard Graduate School of Education

"It takes an estimated average of 17 years for only 14% of new scientific discoveries to enter day-to-day clinical practice"

Commentary

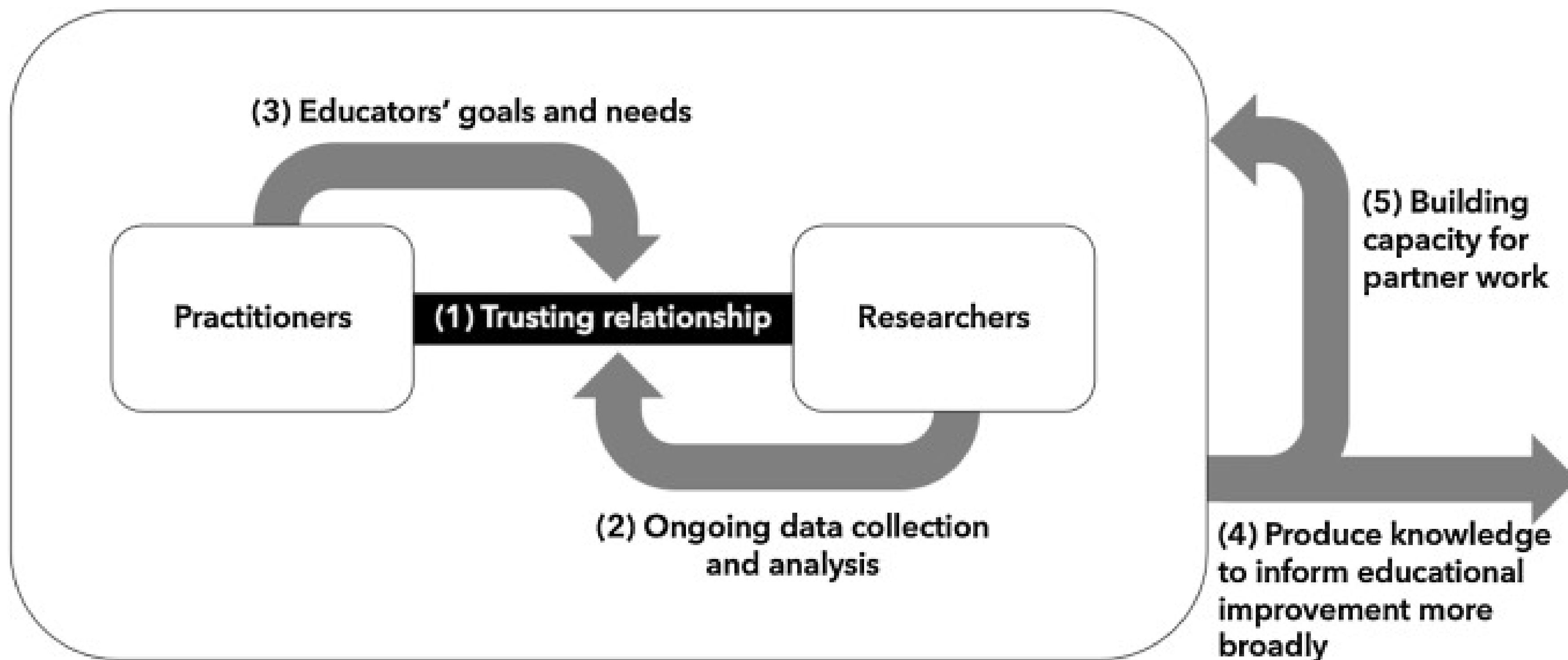
January 24/31, 2007

Practice-Based Research—"Blue Highways" on the NIH Roadmap

John M. Westfall, MD, MPH; James Mold, MD, MPH; Lyle Fagnan, MD

» [Author Affiliations](#)

JAMA. 2007;297(4):403-406. doi:10.1001/jama.297.4.403





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<https://doi.org/10.1177/23328584211028599>



Regular Article

Teacher's Reasons for Trust and Distrust in Scientific Evidence: Reflecting a “Smart But Evil” Stereotype?

Tom Rosman ¹ and Samuel Merk ²

LEADERSHIP OPINION

Education Researchers Need to Step Up

The pandemic poses opportunities and challenges for researchers



By [Rick Hess](#) — January 15, 2021 ⌚ 5 min read



— J. R. Bee for Education Week

1. How is trust **gained** among practitioners and researchers?
2. How is trust **lost** among practitioners and researchers?

Research Process (Building Trust)

1. Research Questions are driven by School Partners
2. Data is provided one time, by the State of Missouri
3. Initial results are provided
4. Feedback is given, and results are revised
5. Findings are translated into policies, programs, and practices

Research Process (Trust Built)

1. Research Questions are driven by School Partners
2. Data is provided continuously by the district
3. Initial results are provided
4. Feedback is given, and results are revised
5. Findings are translated into policies, programs, and practices

1. Who transfers?

- Explore student-, school-, and neighborhood-level characteristics
- Explore student transfer types (e.g., within-district; outside-district)
- Explore transfers across urban and suburban areas

2. Where do students transfer to?

- Transfers across city and county
- Transfers across dimensions of income and race

3. Why do students transfer?

- Risk factors at any given time

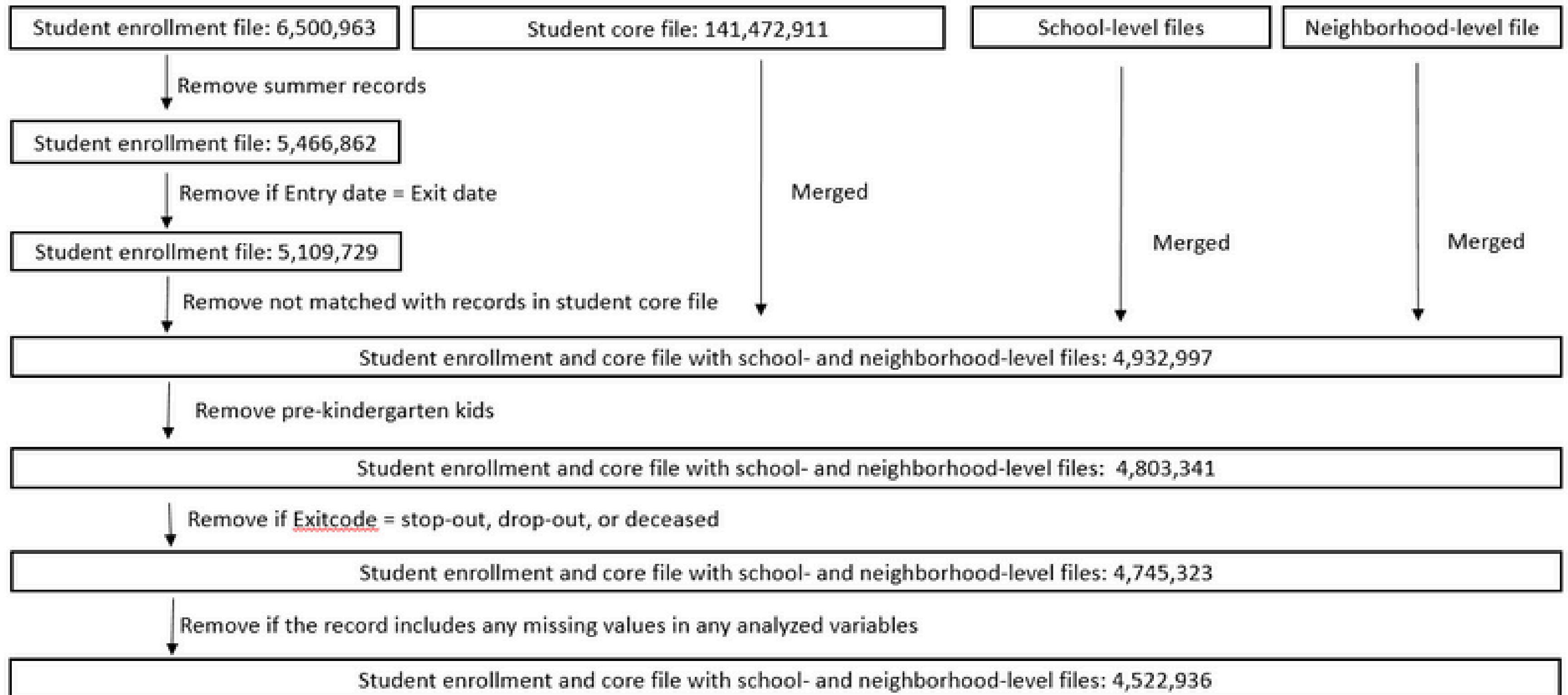
4. When (how soon) do students transfer?

- Risk factors over time

- **Missouri Department of Elementary and Secondary Education (DESE)**
 - DESE provided student enrollment, discipline, and test score datasets
 - School-level datasets, including school-level test scores, are publicly released in the DESE website
- **American Community Survey Data (ACS)**
 - ACS releases neighborhood-level datasets in public

What we can do with this level of data and research?

- Identify trends
- Identify risk factors
- Demonstrate severity of problem
- Inform policies, programs, and practices



All counties				STL				4 Counties		
Types	Number	Percent		Types	Number	Percent		Types	Number	Percent
Not transfer	4,159,749	91.97		Not transfer	412,742	87.49		Not transfer	3,558,027	93.42
Transfer within districts	49,693	1.1		Transfer within districts	22,111	4.69		Transfer within districts	23,834	0.63
Transfer outside districts	216,716	4.79		Transfer outside districts	28,142	5.97		Transfer outside districts	147,804	3.88
Transfer - private/home schools	36,224	0.8		Transfer - private/home schools	2,397	0.51		Transfer - private/home schools	29,063	0.76
Transfer - another state/country	60,554	1.34		Transfer - another state/country	6,357	1.35		Transfer - another state/country	49,869	1.31
Total	4,522,936			Total	471,749			Total	3,808,597	
Types	Number	Percent		Types	Number	Percent		Types	Number	Percent
Transfer within districts	49,693	13.68		Transfer within districts	22,111	37.47		Transfer within districts	23,834	9.51
Transfer outside districts	216,716	59.67		Transfer outside districts	28,142	47.69		Transfer outside districts	147,804	58.99
Transfer - private/home schools	36,224	9.97		Transfer - private/home schools	2,397	4.06		Transfer - private/home schools	29,063	11.6
Transfer - another state/country	60,554	16.67		Transfer - another state/country	6,357	10.77		Transfer - another state/country	49,869	19.9
Total	363,187			Total	59,007			Total	250,570	

Predictors of mobility?

- Experiencing housing instability
- Being in high school
- Being from a minoritized racial group (e.g, Black students)
- Receiving Special education services
- Check out the brief for more!

**ST. LOUIS
RESEARCH-
PRACTICE
COLLABORATIVE**

September 2023

EDUCATOR BRIEF

WHO TRANSFERS BEFORE SCHOOL'S OUT?

Highlighting Findings on Student Mobility in St. Louis Schools

Brief by: Saras Chung, PhD, MSW; Jason Jabbari, PhD; Takeshi Terada, PhD; Yung Chun, PhD; Richard Hall, PhD; Ryan Delaney, Joe Heman, and Rachel Matsumoto.

Educators say student mobility is high in St. Louis city schools.

Understanding the causes and outcomes of that movement is the goal of the Saint Louis School Research-Practice Collaborative's (SRPC) first research effort. In a [previous brief](#), we used publicly available figures from the Missouri Department of Elementary and Secondary Education (commonly known as DESE), which showed a 37% median transfer in and out rate across St. Louis City district and charter schools. The SRPC knows, and you in school leadership certainly know, that this churn of students and the resulting disruption to classroom culture presents unique challenges to improving academic outcomes and school climate.

This brief is part of a series that explores student-level data on who, where, and why students transfer schools before the end of a school year. In this analysis, we paint a more detailed picture of students who are more or less likely to switch schools. The findings are meant to be discussed among educators to raise questions and inform future research.

FINDINGS

Our analysis of data from 2007–2022 found the following characteristics of St. Louis City students made a student more or less likely to transfer:

- **Housing Stability:** Students with unstable housing were significantly more likely than their stably housed peers to transfer. Also, the transfer odds were nearly two-times higher for students in shelters than housed students, higher than other unstable housing situations, such as doubling up or staying in a hotel.
- **Grade Level:** Odds of transferring were lower for students in 1st through 8th grades. They increase in high school, peaking in 9th and 10th grades.
- **Race:** Black students had a significantly higher chance of transferring schools than white students. Hispanic and Asian students were less likely than white students to move schools.
- **Neighborhood:** Students living in neighborhoods with higher concentrations of Black residents were more likely to transfer.
- **Special Services:** Students receiving special education services were slightly more likely to transfer, while English Language Learners were less likely to transfer.

KEY TAKEAWAYS

Students who had a higher odds of changing schools mid-year compared to classmates who didn't move were...

- unstably housed
- in high school
- lower income
- receiving special education services
- living in neighborhoods with higher rates of home ownership and college degrees
- living in predominately Black neighborhoods

Students with a lower odds of transferring were...

- English Language Learners

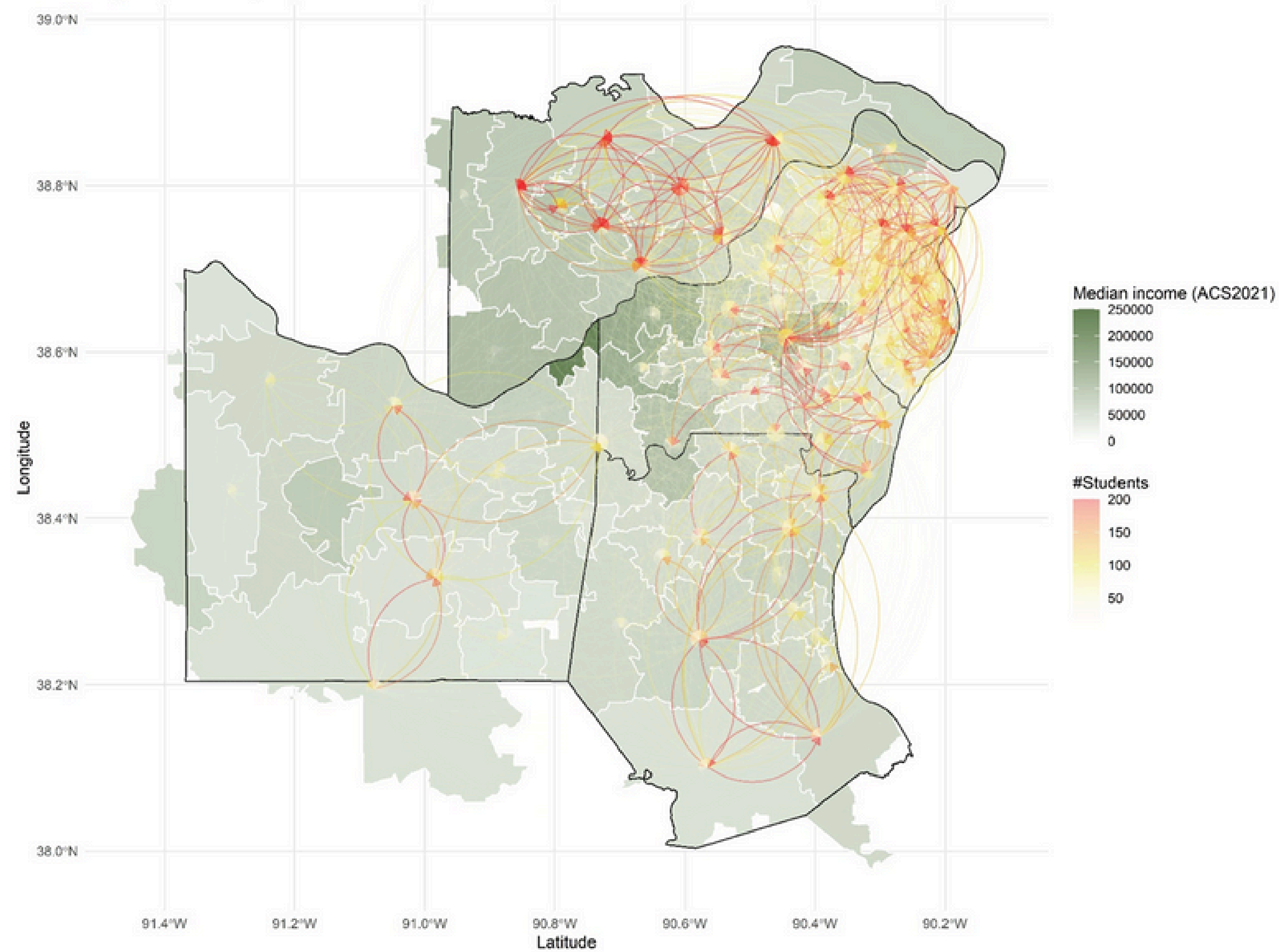
What's a 'student transfer?'

We defined a student transfer as a transfer record of a student moving from one school to another at any point during an academic year from Kindergarten to 12th grade.

The odds of transferring mid-school year

Housing Situation	Likelihood of Transfer (Relative to Doubled Up)
in a homeless shelter	1.9 times more likely
unsheltered	~1.5 times more likely
in a hotel or motel	~1.2 times more likely
doubled up	Baseline (1.0)

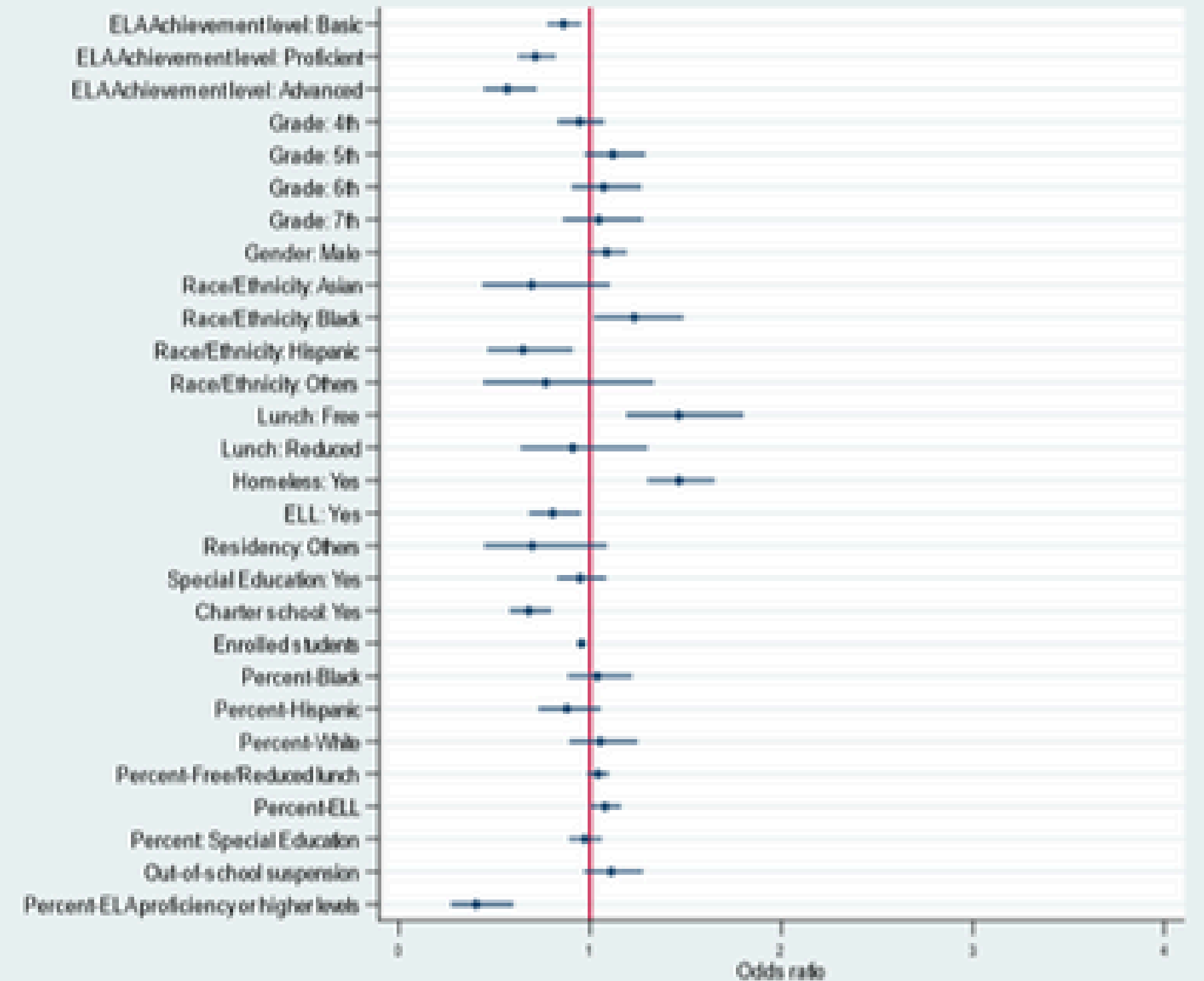
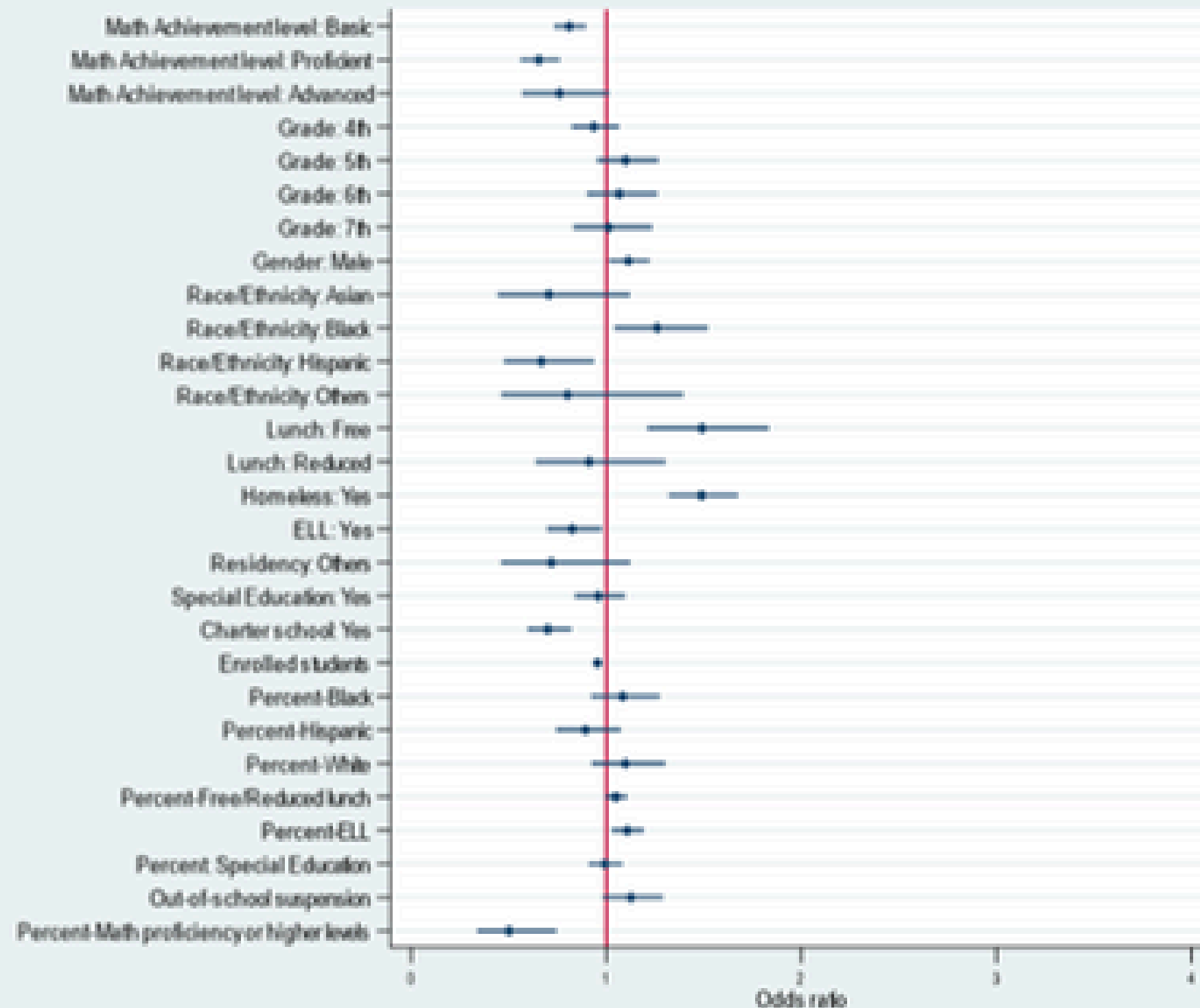
Origin-Destination (ZIP) in the five counties of St. Louis MSA



St. Louis City

Math achievement levels

ELA achievement levels

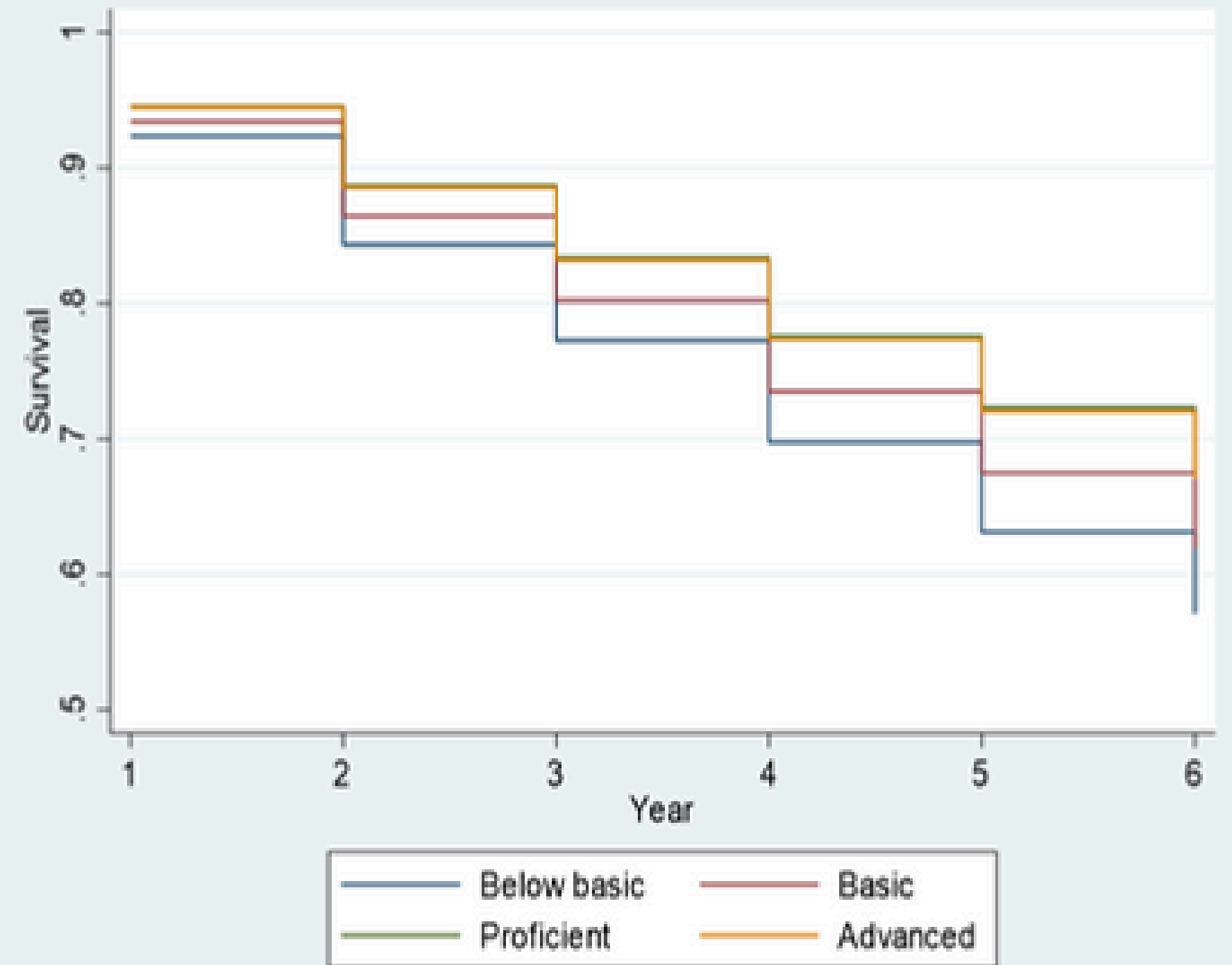
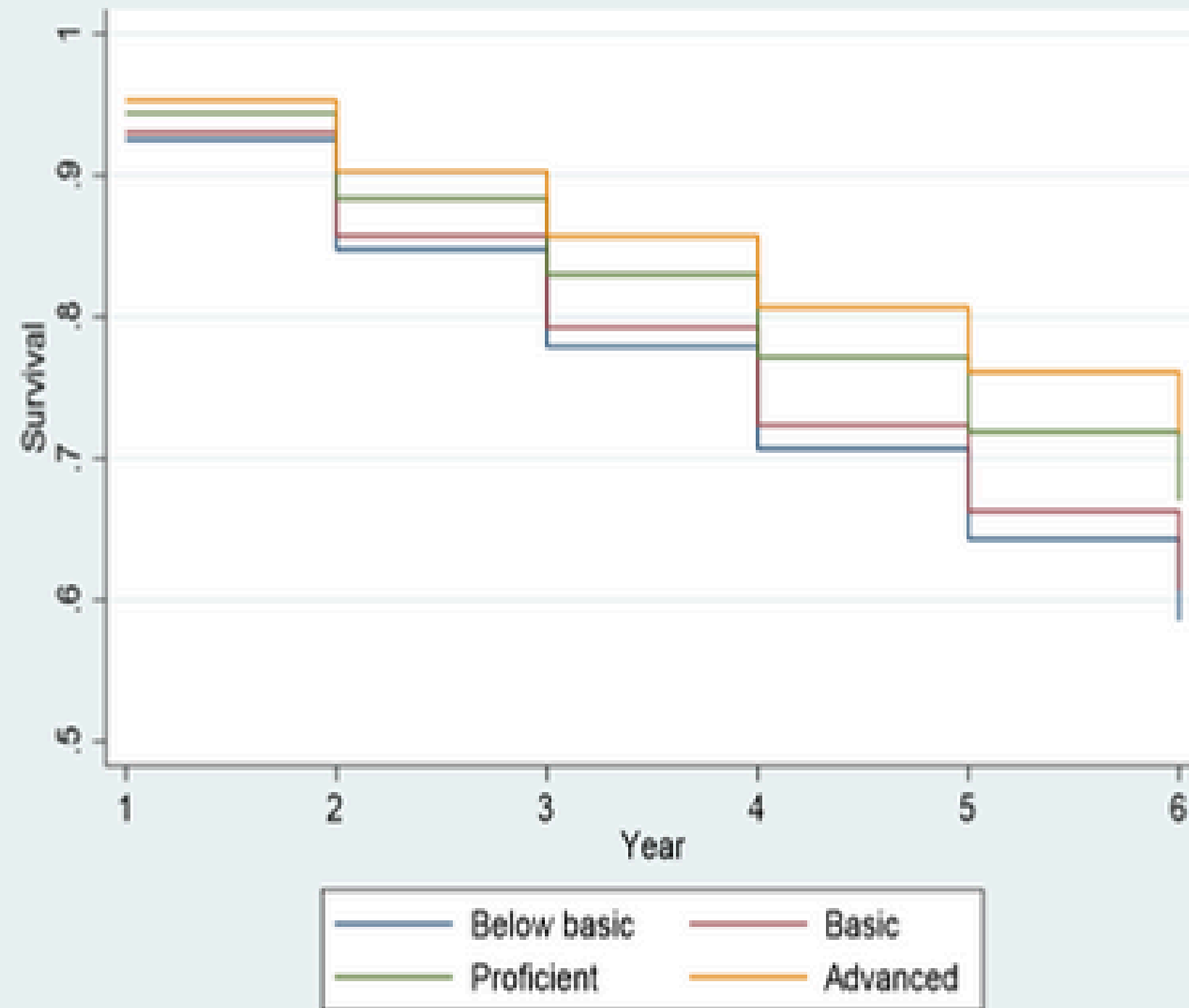




St. Louis City

Math achievement levels

ELA achievement levels

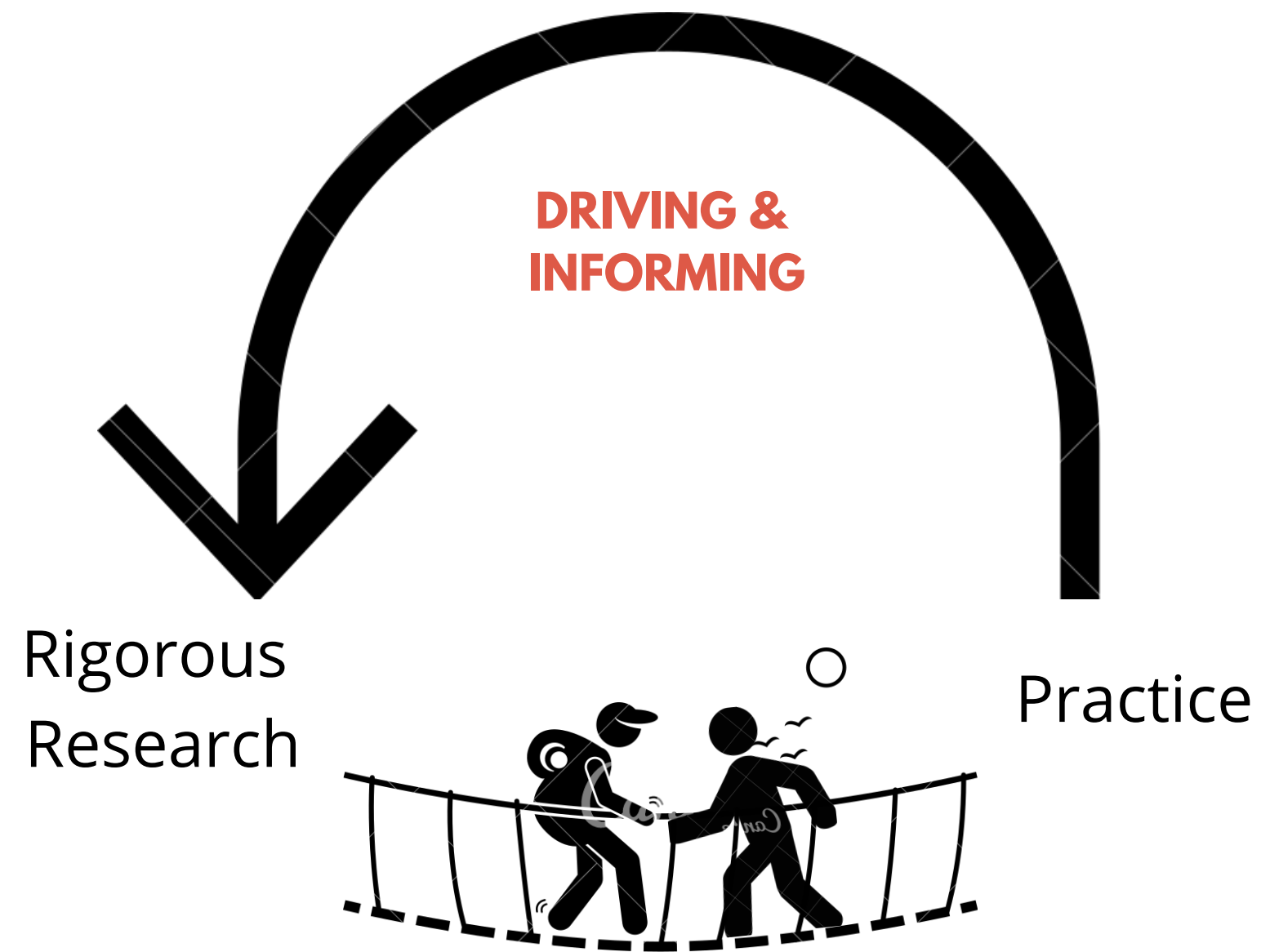


Analysis Paralysis

over-analyzing (or over-thinking)
a situation so that a decision or
action is never taken.

1. **How** might work with practitioners to translate research into practice?
2. **What** might the implications of this research be?

HOW WILL THIS AFFECT ST. LOUIS CITY STUDENTS?



Knowledge without practice is useless.
Practice without knowledge is dangerous.

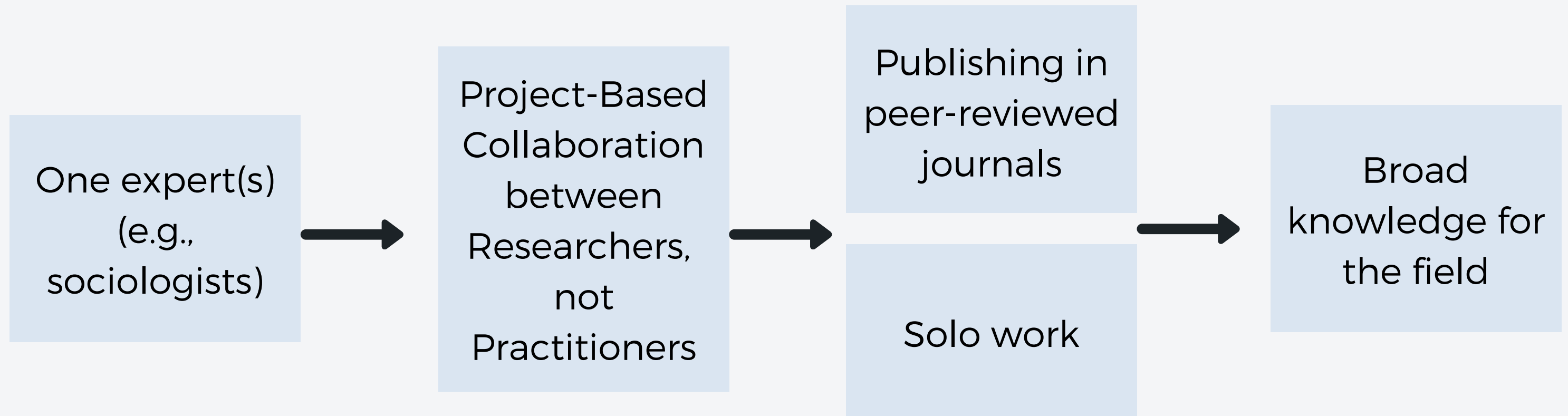
- Confucius



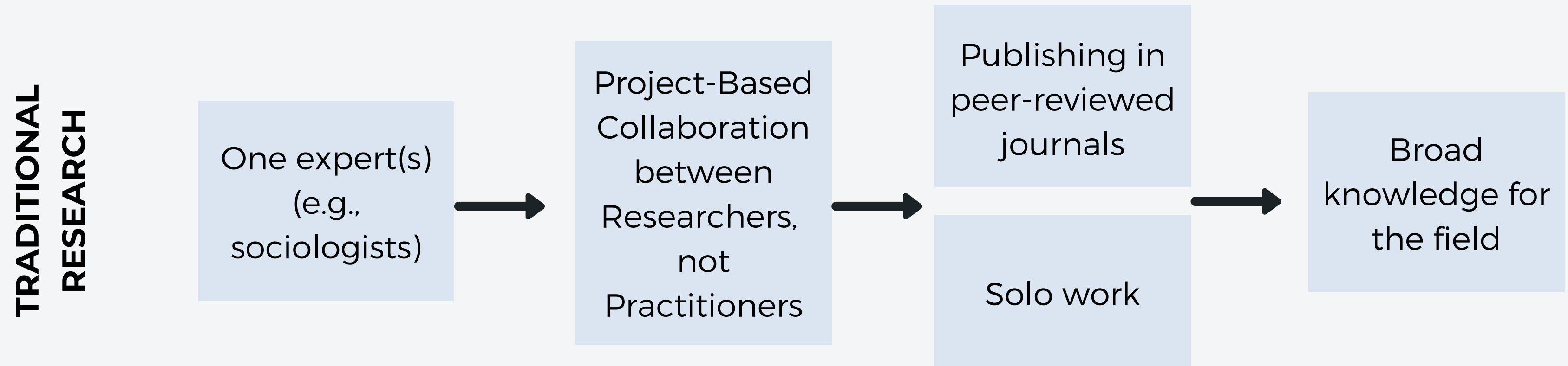
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Sign up for our newsletter.

LOGIC MODEL OF AN RPP AND HOW IT DIFFERS FROM TRADITIONAL RESEARCH

TRADITIONAL RESEARCH



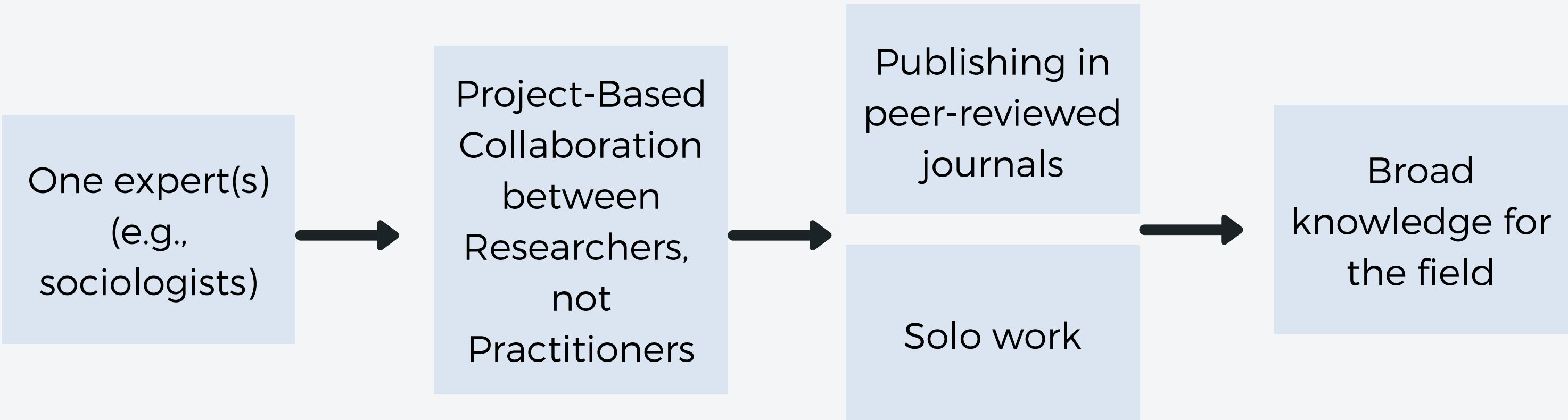
LOGIC MODEL OF AN RPP AND HOW IT DIFFERS FROM TRADITIONAL RESEARCH



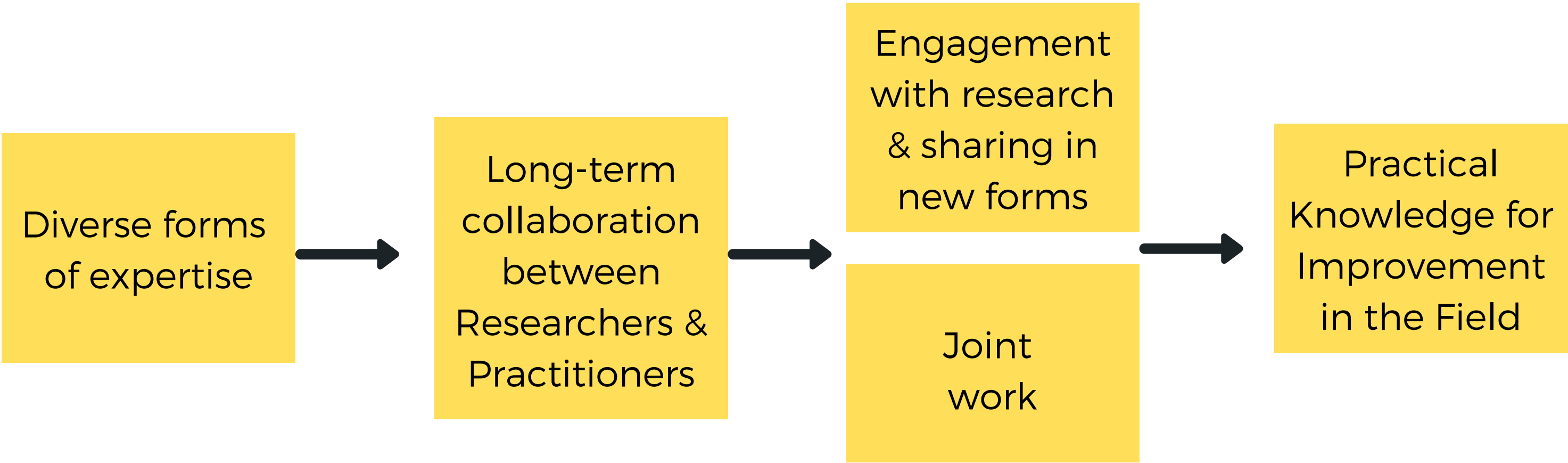
A Research-Practice Partnership acknowledges and addresses the harms that have been done to communities through research processes that ultimately benefit the researcher and its institutions.

LOGIC MODEL OF AN RPP AND HOW IT DIFFERS FROM TRADITIONAL RESEARCH

**TRADITIONAL
RESEARCH**



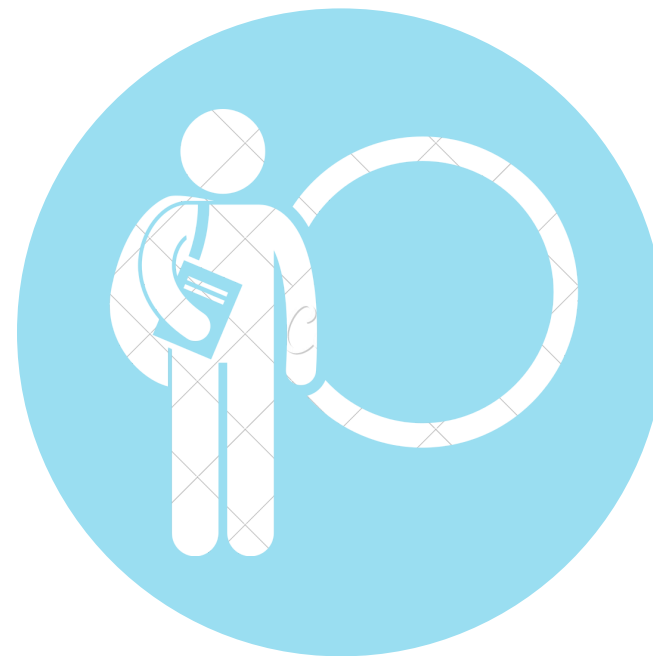
**RESEARCH
PRACTICE
PARTNERSHIP**



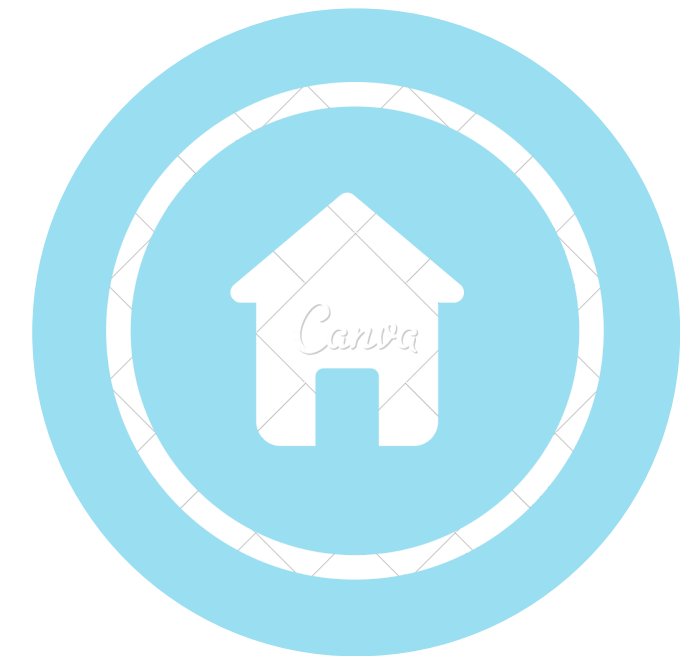
NATIONAL RESEARCH ON STUDENT MOBILITY



Consistent conclusion:
Mobility in **nearly every form is harmful** for student outcomes and this gets worse with every move



Mobility not only harms students who leave, but there's also some evidence of **negative peer effects for students who stay**



Mobility is not only a school issue -> **Moves are both by choice and by policy** (i.e., evictions), with the latter being the most harmful

RESEARCH OVERVIEW



QUALITATIVE STUDY

- Why are families moving?
- Why are families staying?
- Best practices to alleviate the effects of mobility?



SCHOOL-SPECIFIC ANALYSIS

- Detailed look at month by month mobility for individual students & their outcomes in St. Louis schools



REGIONAL ANALYSIS

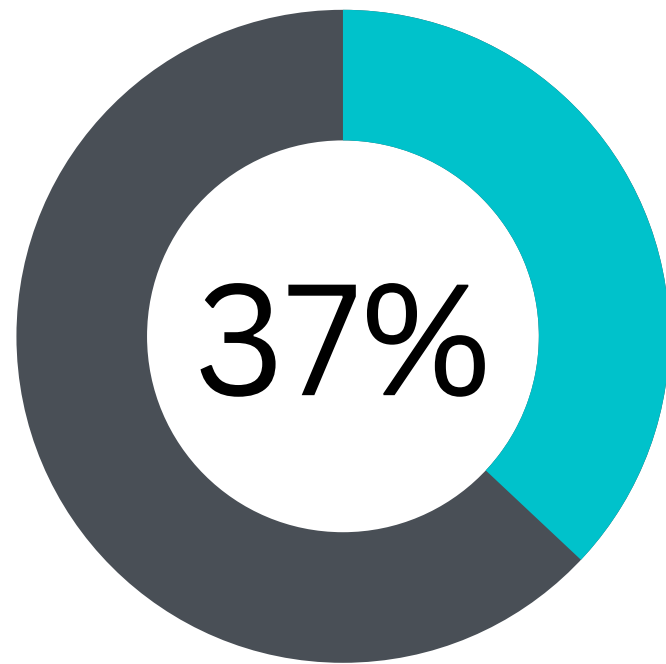
- Patterns of mobility across schools in the city & county across 15 years
- Characteristics & outcomes of student movement



GEOSPATIAL MAPPING

- Geospatial mapping of movement patterns, census tract patterns, and student-level data

PUBLICLY AVAILABLE DESCRIPTIVE DATA



In 2019, half of STL City schools had **37% or more** of their students transfer in or out after the start of the school year.

“As an educator, my goal is to develop kids over the long term, but that growth has to happen as fast as possible because I don't know how long I'm going to have.

--Elementary School Teacher

”



DESCRIPTIVE OVERVIEW

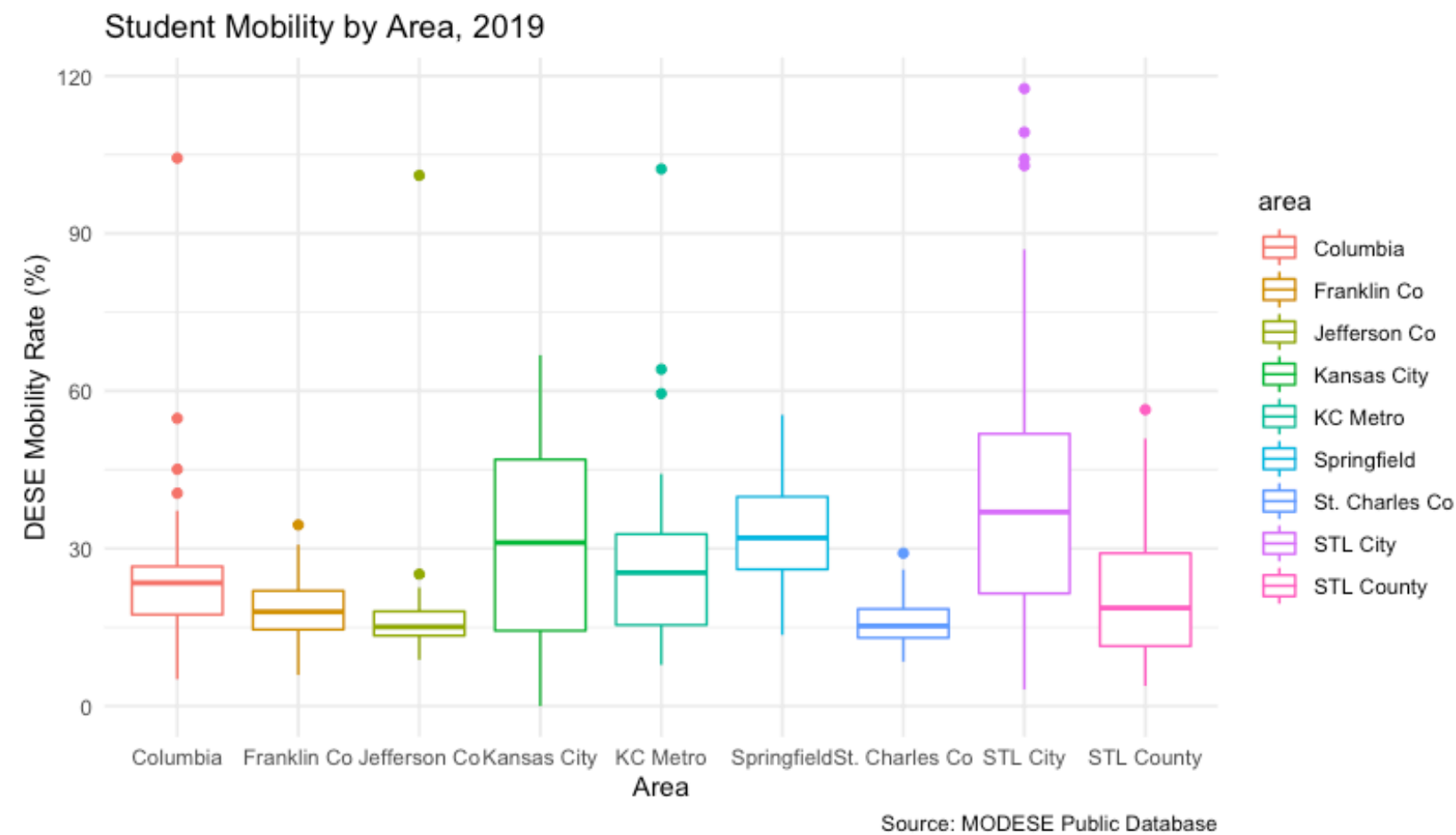
STUDENT MOBILITY IN SAINT LOUIS

A Shared Challenge for City Schools

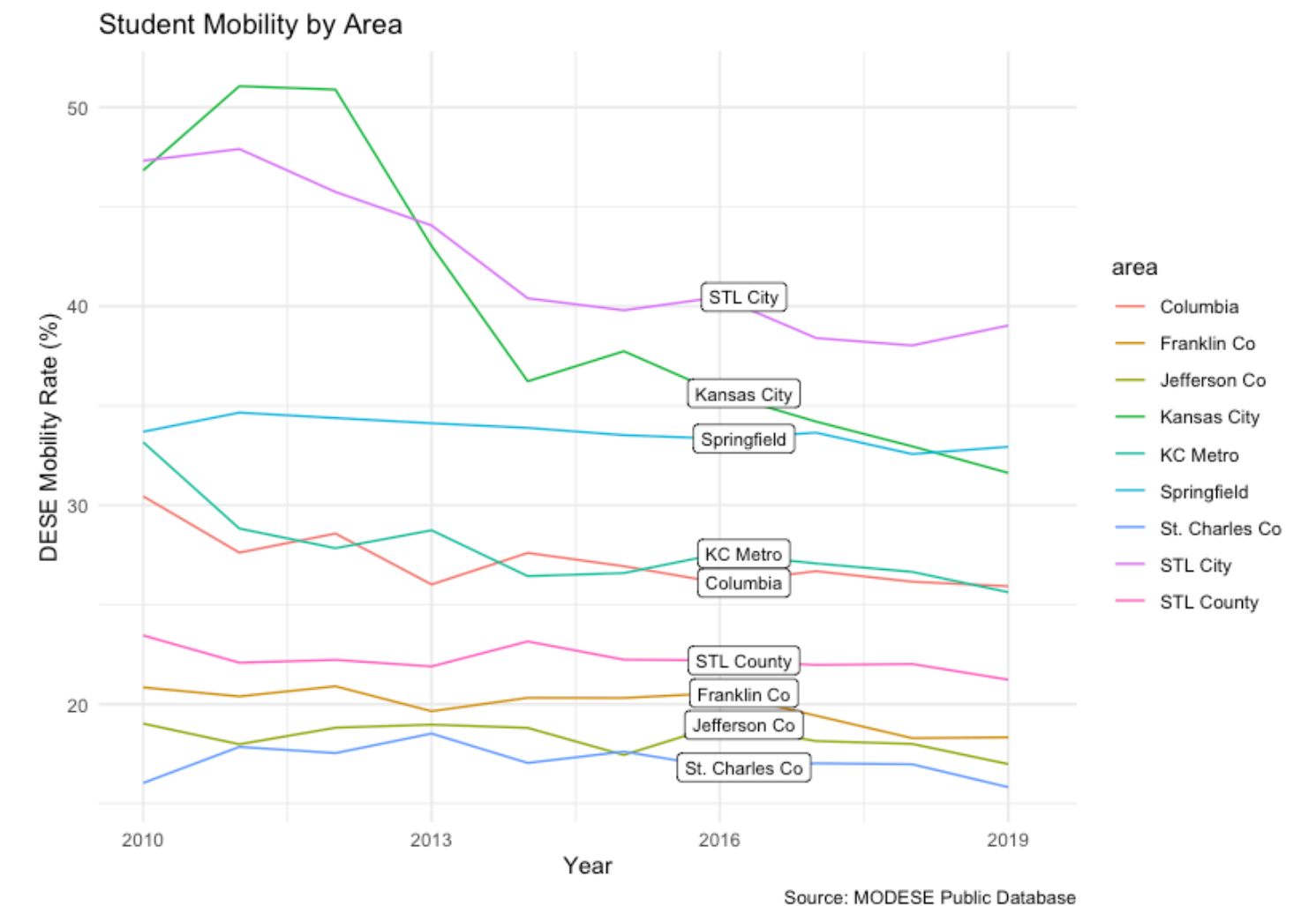
Report Prepared by:
Evan Rhinesmith, PhD; Saras Chung, PhD, MSW; Summer Jing; Ryan Delaney;
Dorothy Rohde-Collins; and Rachel Matsumoto

stlrpc.org

PUBLICLY AVAILABLE DESCRIPTIVE DATA



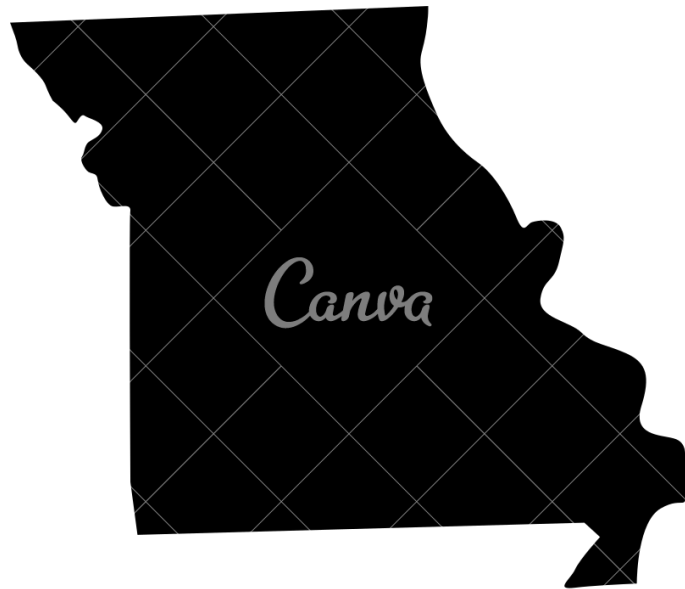
Compared to similar-sized cities and surrounding counties, **St. Louis City** had the **highest average student mobility rates** in 2019.



Though student mobility rates have decreased over time, **STL City schools have the highest in the state**, even when compared to Kansas City.

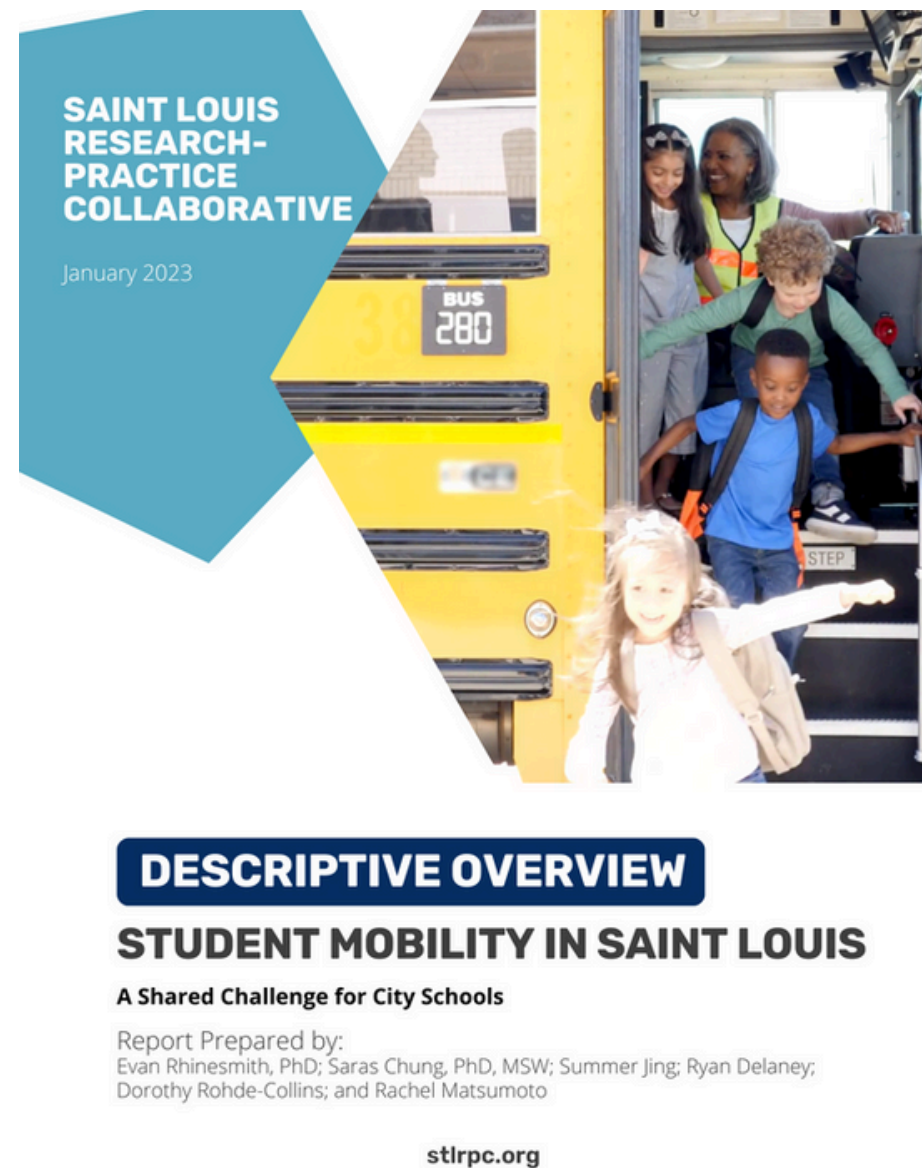
CHALLENGE: DATA MISMATCH

BRIEF 1 AND BRIEF 2 FOUND DIFFERENT STUDENT MOBILITY NUMBERS.
WHO TO TRUST?
HOW TO BUILD TRUST?



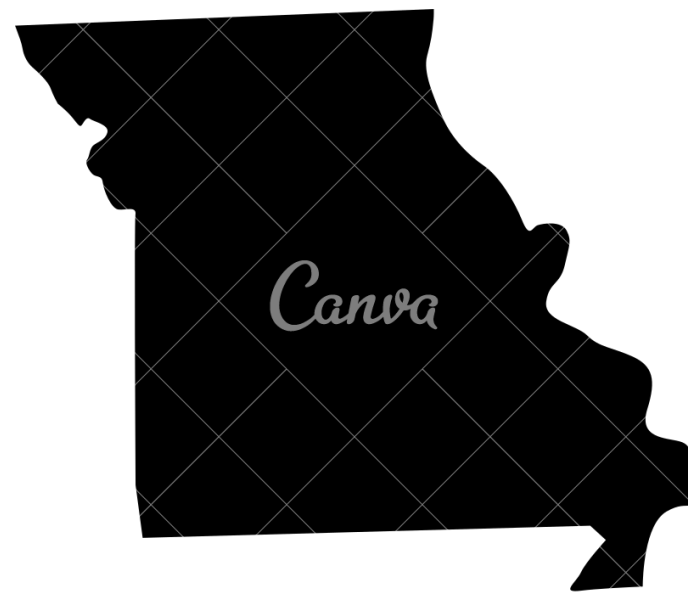
STUDENT-LEVEL LONGITUDINAL ANALYSIS

- Received state data in December 2022
- Analysis 1 will be done by end of spring 2023

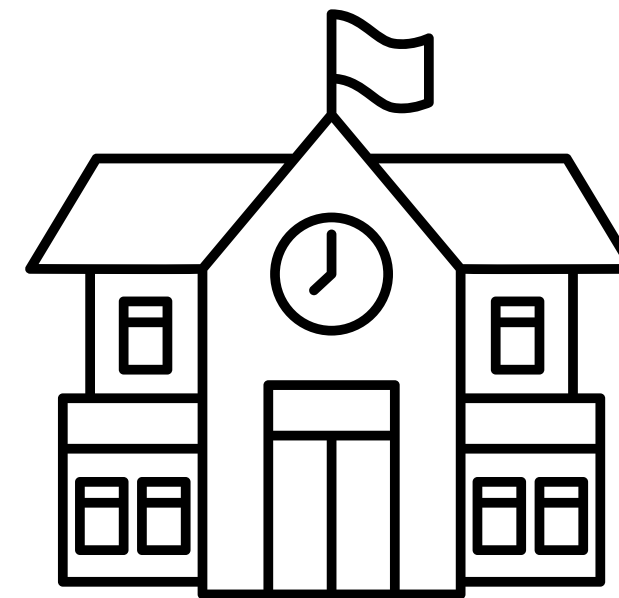


SO WHAT DID WE DO?

PEER REVIEW WITH PARTNERED INSTITUTIONS



STUDENT-LEVEL
LONGITUDINAL DATA



PRIVATE DATA
FROM SLPS

Learnings and Adaptations

Moving Forward

CHALLENGES IN 2022



TIMELINES

MEETING DISTRICT TIMELINES WHILE MAINTAINING DEPTH AND QUALITY OF RESEARCH.

- Delays in developing & fulfilling data sharing agreements
- Institutional procedures must be followed



CAPACITY TO ENGAGE

DISTRICT PERSONNEL ARE ALREADY STRETCHED
EDUCATION POLITICS MAY LIMIT ENGAGEMENT
TURNOVER AFFECTS IMPLEMENTATION.

- Turnover in key members (4 practitioners & 3 researchers)
- Most members are volunteering time and have other full-time roles.