



MLDS CENTER

Maryland Longitudinal
Data System

Better Data • Informed Choices • Improved Results

Poverty and Long-Term
Educational Outcomes:
Variation by Level of School
Poverty, Student Poverty, and
Local School System

Commission on Innovation and
Excellence in Education

August 15, 2018

<https://mldscenter.maryland.gov>

Introductions and Acknowledgements

- About the presenters:
 - **Angela K. Henneberger**, Ph.D., is director of the Research Branch at the MLDS Center and Research Assistant Professor at the University of Maryland School of Social Work (SSW).
 - **Bess A. Rose**, Ed.D., is a member of the Research Branch at the MLDS Center and statistician at the SSW.
- Acknowledgements:
 - Thanks to the MLDSC Research Team and Research and Policy Advisory Board, participants at the MLDS Research Series and MD Connections Summit, and MSDE staff for helpful input.
 - Thanks to Dr. Dawnsha Mushonga (SSW), Dr. Laura Stapleton, Yi Feng, and Tessa Johnson (University of Maryland, College Park) for expert consulting on statistical questions, and Alison Preston (SSW) for assistance with literature reviews.

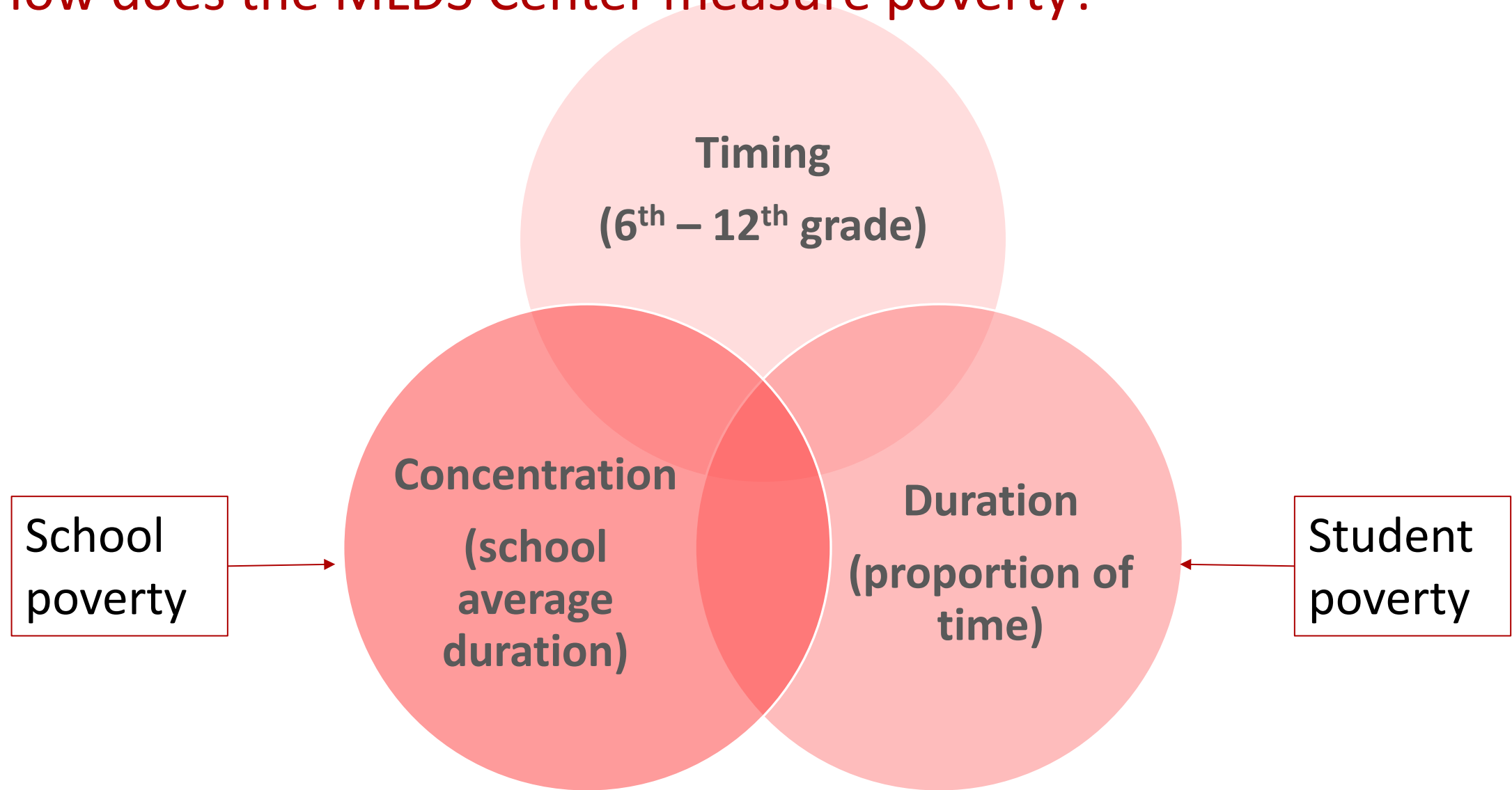
Overview

- Recap of July 13 presentation and questions/requests
- New findings
 1. Threshold analyses
 2. Variation in role of school poverty across local school systems
- Q & A

Recap of July 13 presentation



How does the MLDS Center measure poverty?



Summary of previous findings

- Students who experienced poverty for longer periods of time have worse educational outcomes
- School concentration of poverty, regardless of individual experience, usually predicts worse educational outcomes
- Racial and ethnic gaps in standardized test scores persist regardless of poverty
- Racial and ethnic gaps in dropout, graduation, and postsecondary enrollment disappear or are reversed when controlling for poverty and school composition

Questions and requests

- Thresholds for school poverty
 - At what level of school poverty does school poverty begin to make a difference for student outcomes?
- Variation by local school system
 - How do student and school poverty vary across local school systems?
 - How do the roles of student and school poverty in long-term educational outcomes vary across local school systems?

1. Threshold analyses

At what level of school poverty does school poverty begin to make a difference for student outcomes?

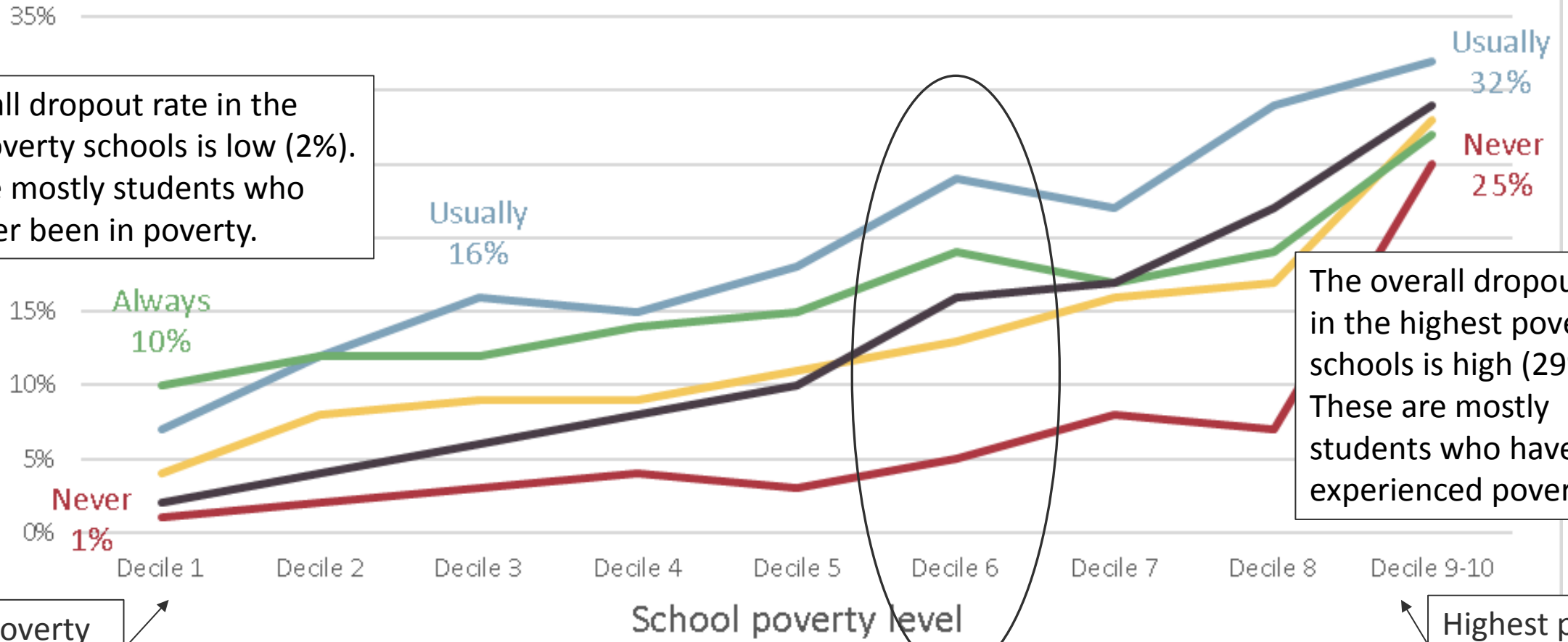
How do results differ from the results we previously presented?

- Previous results showed a linear relationship between school poverty and outcomes
- New results show a more nuanced relationship between school poverty and outcomes that allow us to analyze where the outcomes get better or worse at each level of school poverty



Actual dropout rates, by school and student poverty

Never Sometimes Usually Always Overall



The overall dropout rate in the lowest poverty schools is low (2%). These are mostly students who have never been in poverty.

The overall dropout rate in the highest poverty schools is high (29%). These are mostly students who have experienced poverty.

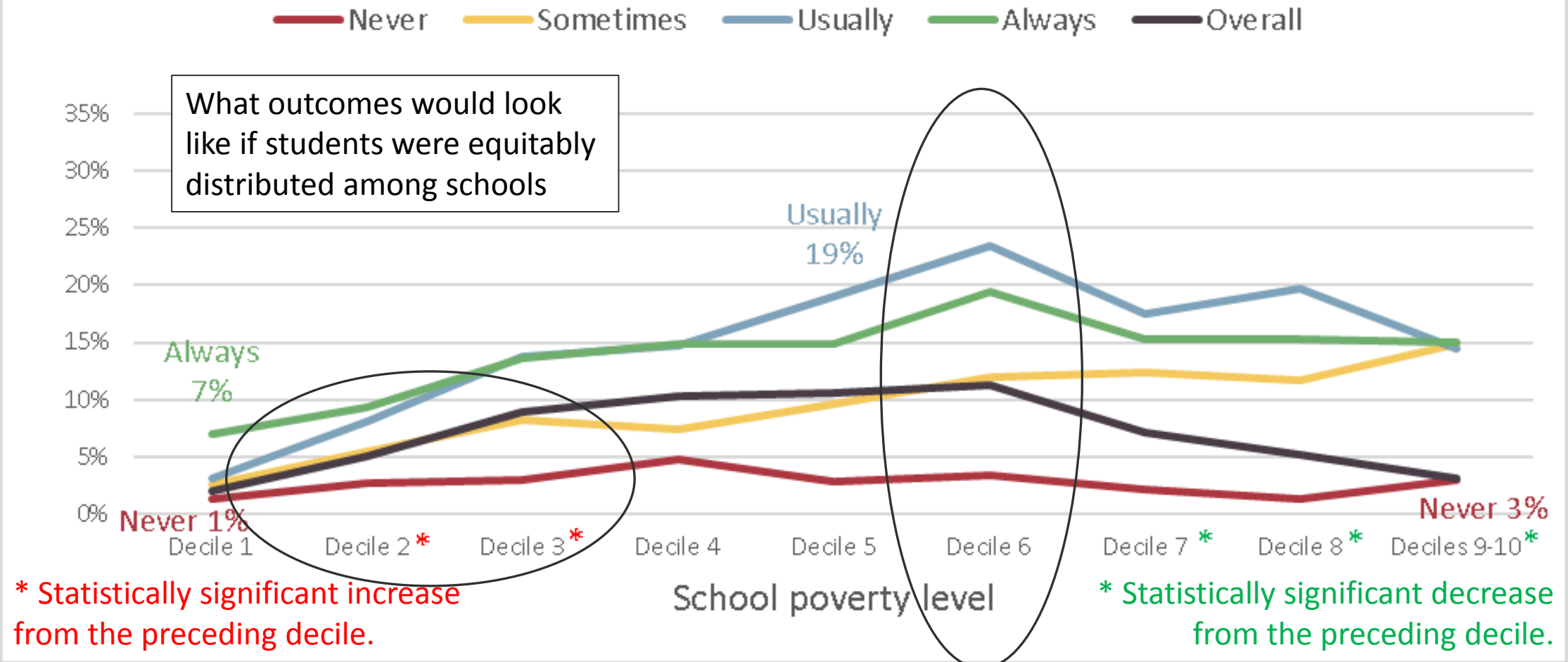
Lowest poverty schools

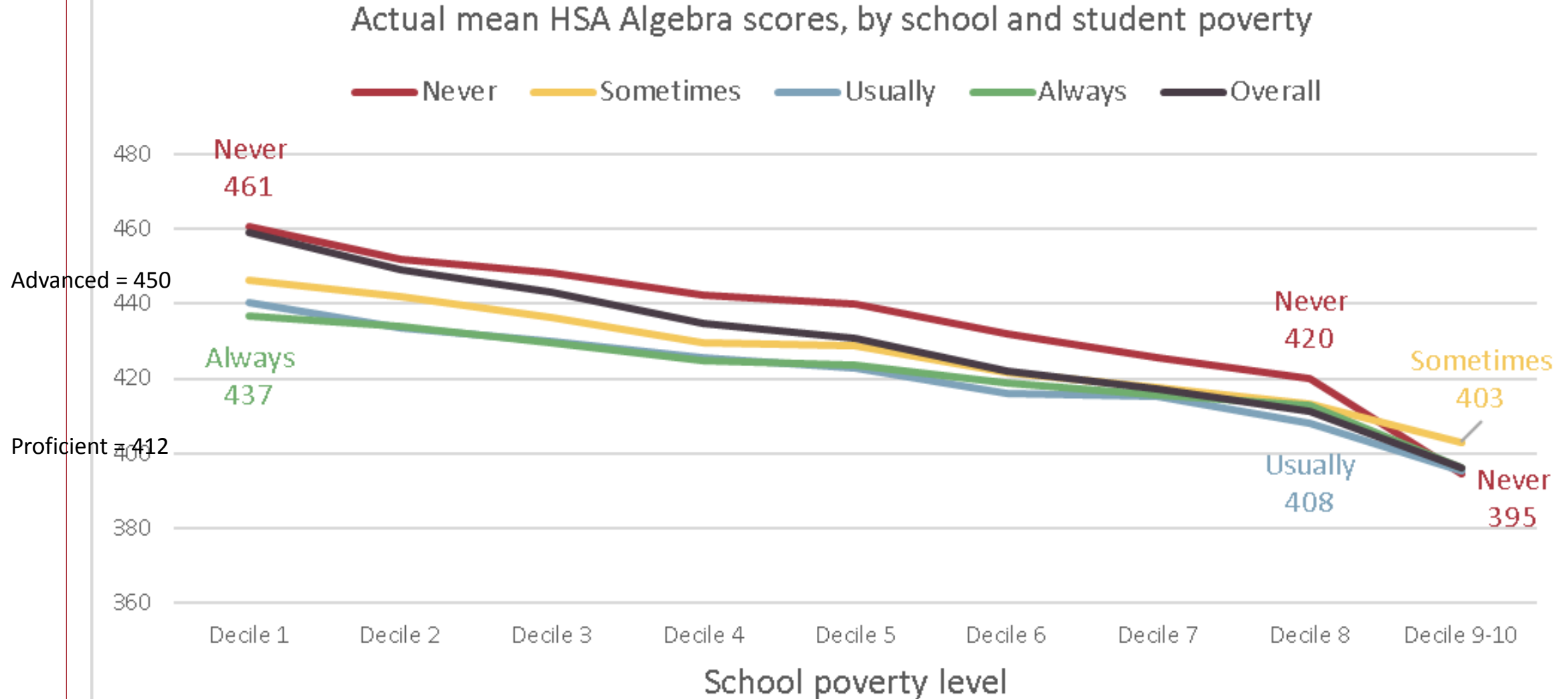
Highest poverty schools

Based on the 2007-08 6th grade cohort (N = 54,465).



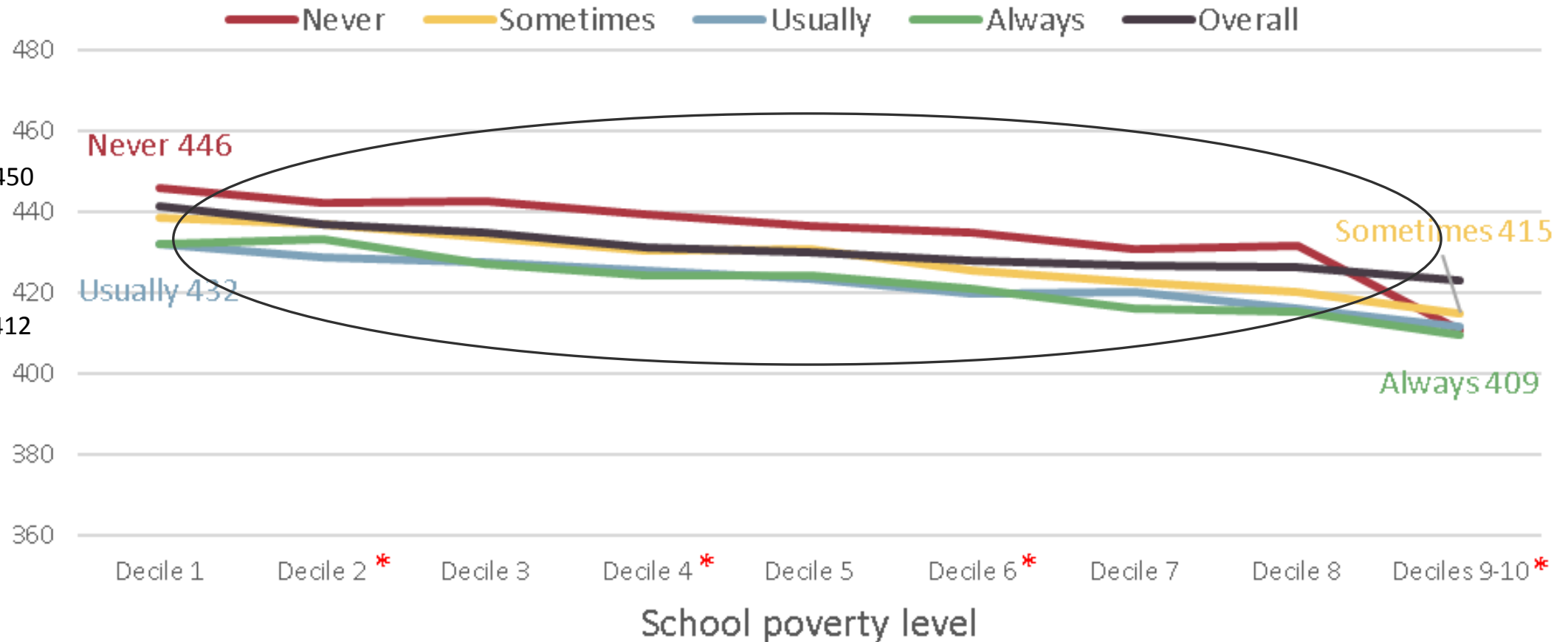
Predicted likelihood of dropping out of school, by school poverty level and student poverty history



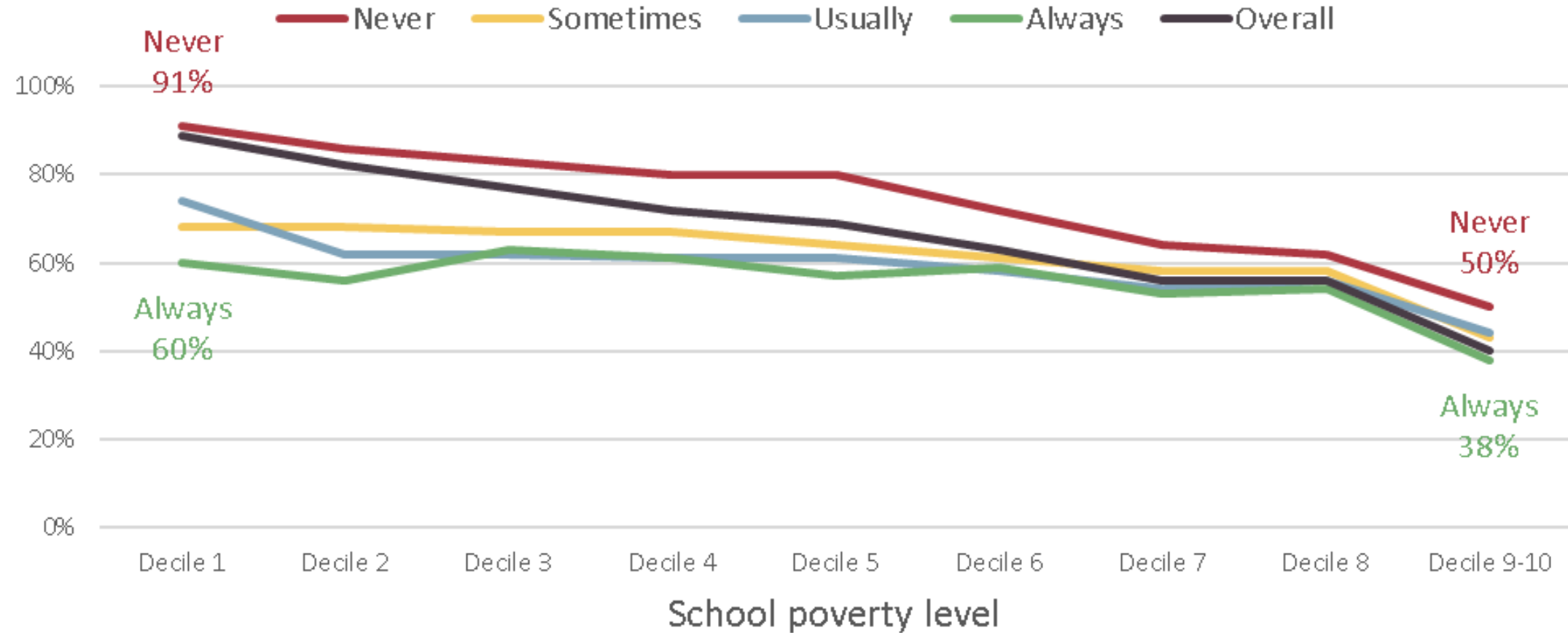


Based on the 2007-08 6th grade cohort (N = 52,261 of 54,465). Highest score.

Predicted HSA Algebra score, by school poverty level and student poverty history

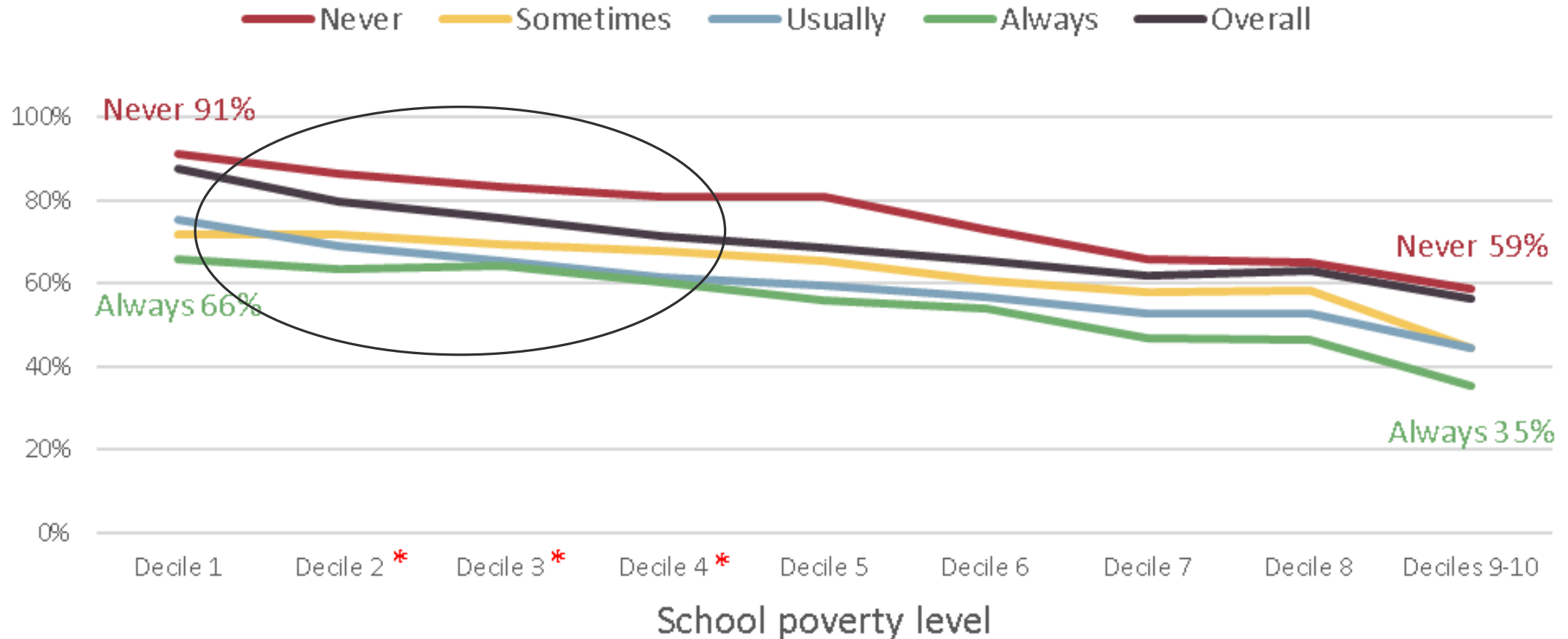


Actual rates of enrolling in postsecondary within 1 year of on-time HS graduation, by school and student poverty



Based on the 2007-08 6th grade cohort (N = 46,581 of 54,465).

Predicted likelihood of enrolling in postsecondary within 1 year of on-time HS graduation, by school poverty level and student poverty history



Summary of findings from threshold analyses

- Actual outcomes worsen at higher levels of school poverty.
 - Actual outcomes reflect combined effects of school membership, student poverty, school average poverty, student race/ethnicity, and school racial/ethnic composition.
- Model-based predictions disentangle the role of school poverty from these other factors.
 - Predictions show steepest declines at Deciles 2-3 for dropout and Deciles 2-4 for postsecondary enrollment.
 - For HSA, significant thresholds across the spectrum of school poverty (Deciles 2, 4, 6, 9-10).
- Students who are usually, but not always, in poverty often experience worst outcomes

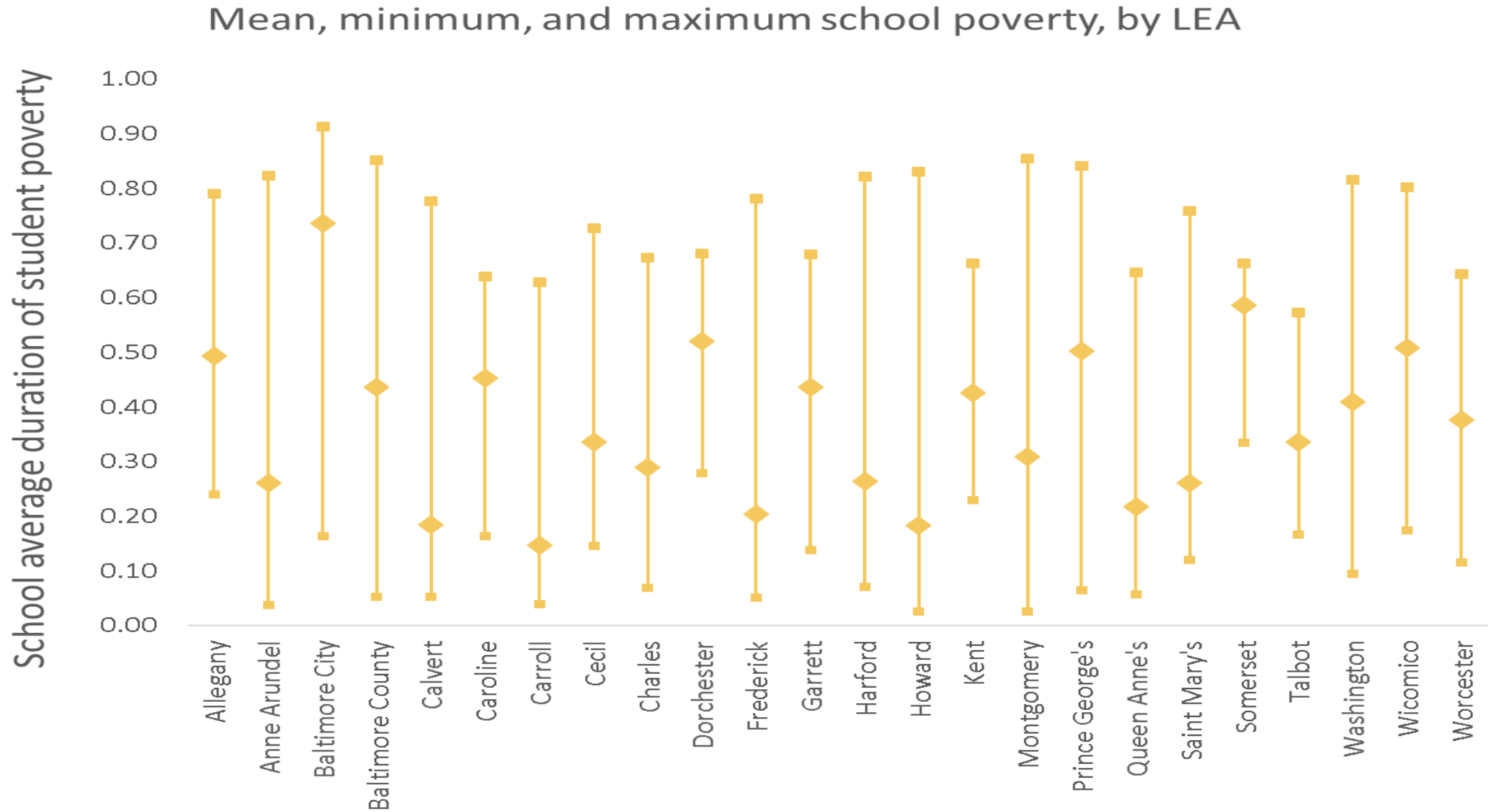
2. Role of school poverty varies across local school systems

How do student and school poverty vary across local school systems?

How do the roles of student and school poverty in long-term educational outcomes vary across local school systems?

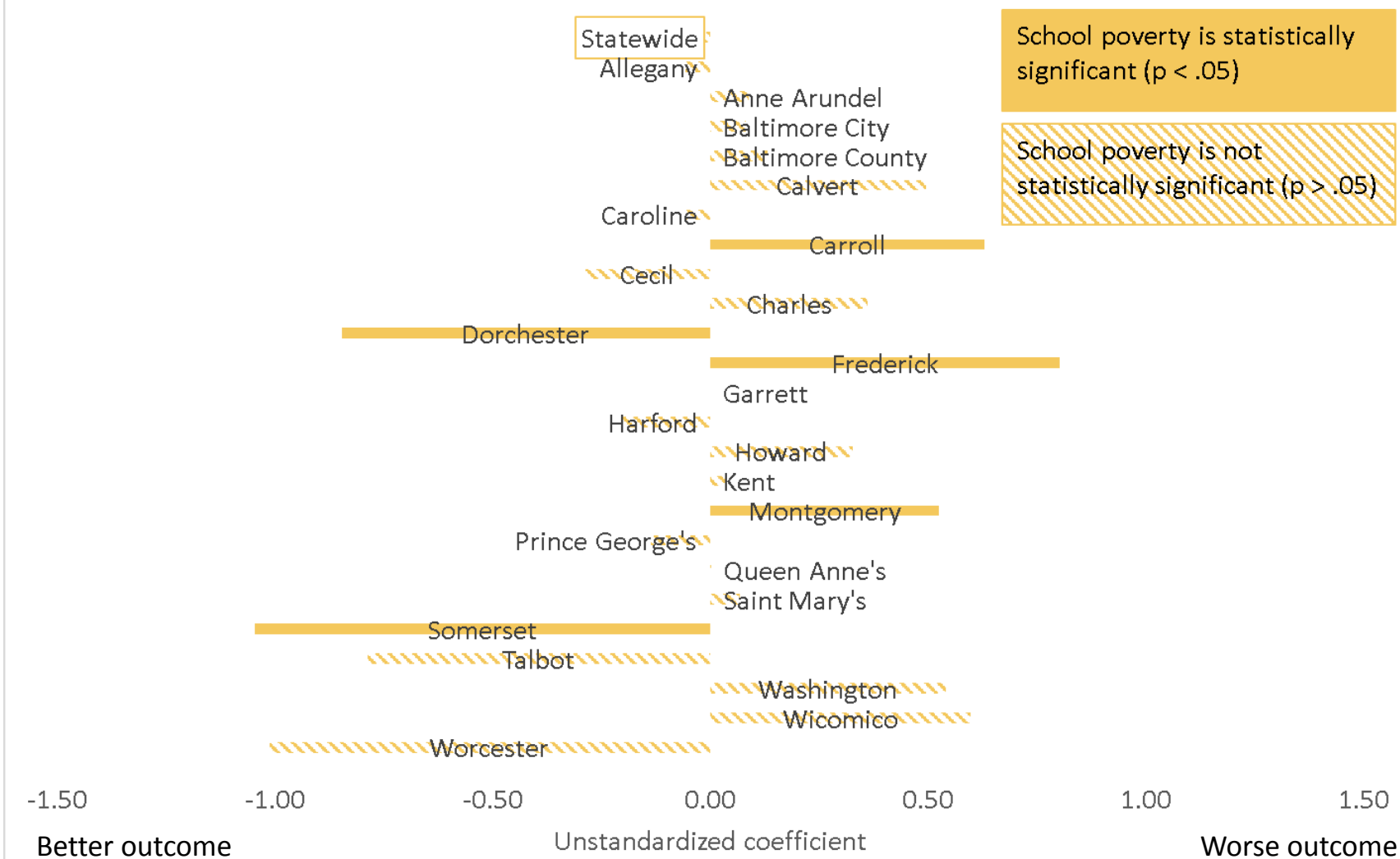
How does school poverty vary across local school systems?

- *Average* school poverty varies
 - Carroll County has lowest average (0.15)
 - Baltimore City has highest average (0.74)
- The *range* of school poverty varies
 - Montgomery County has largest range (from 0.02 to 0.85)
 - Somerset County has smallest range (from 0.33 to 0.66)



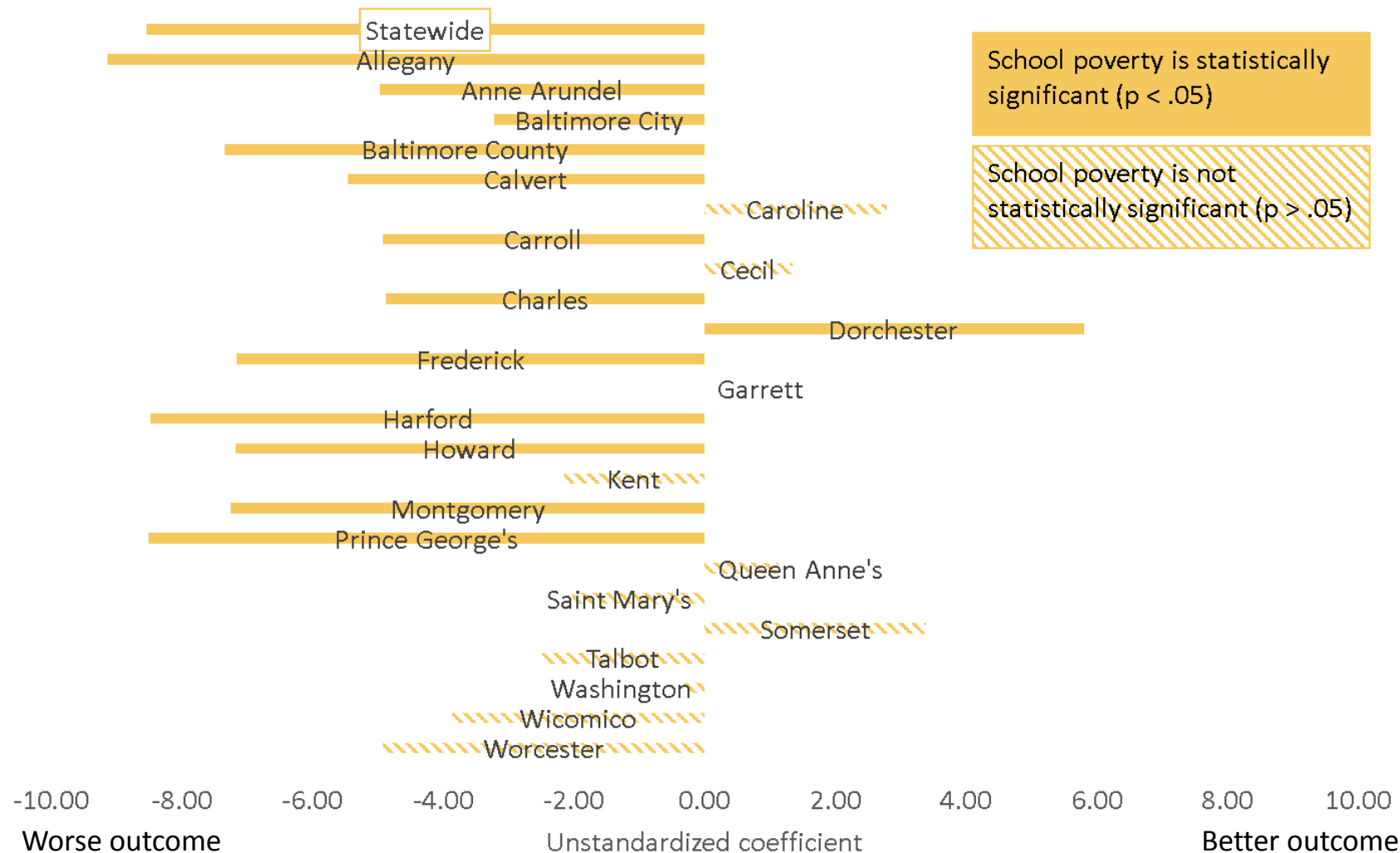
Based on the 2007-08 6th grade cohort (N = 54,465).

Role of school poverty in likelihood of dropping out of school, by LEA

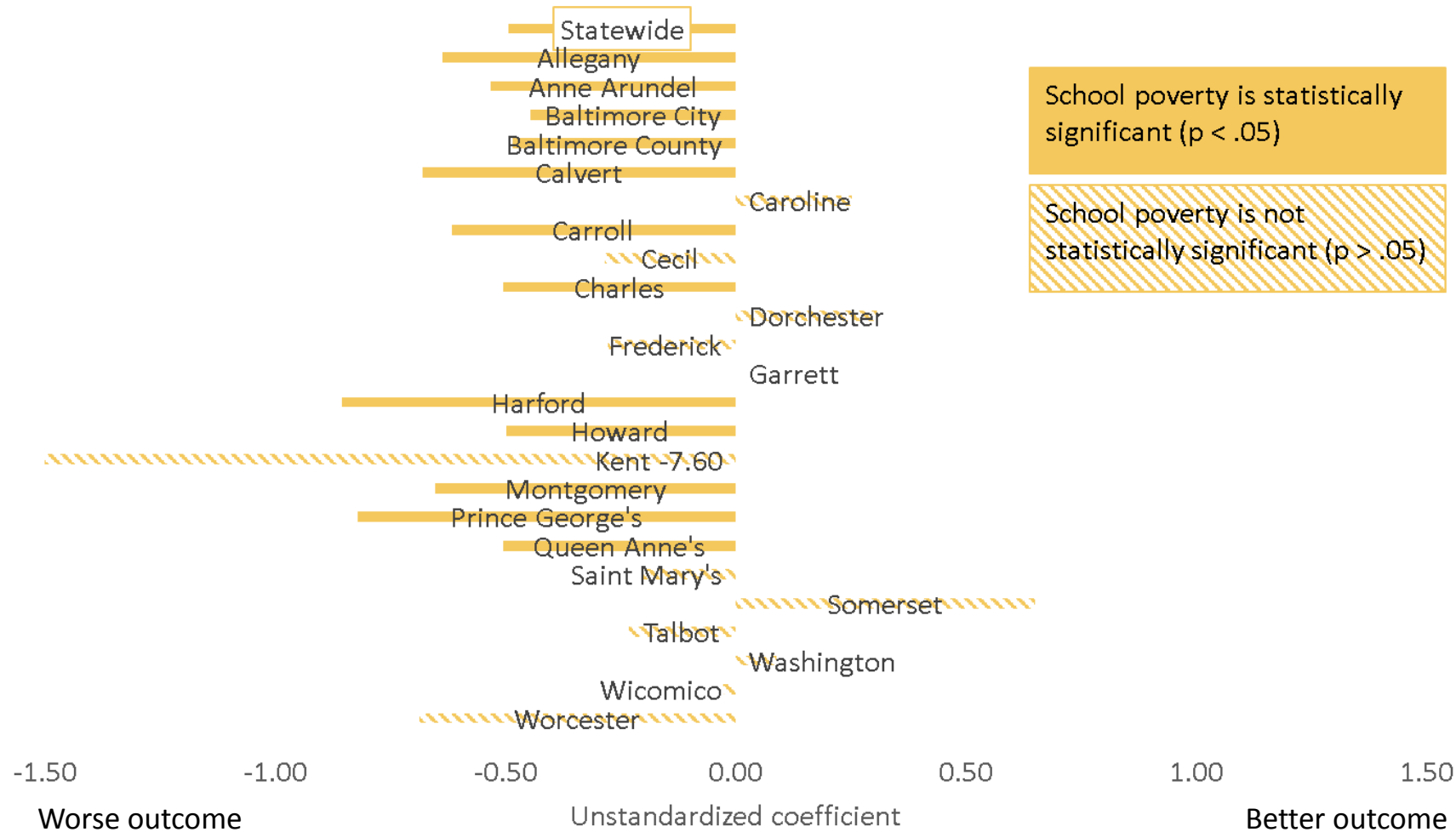


Controlling for school membership, student poverty, student race/ethnicity, and school racial/ethnic composition, for the 2007-08 6th grade cohort (N = 54,465).

Role of school poverty in predicted HSA Algebra score, by LEA



Role of school poverty in likelihood of enrolling in postsecondary within 1 year of graduating from high school on time, by LEA



Summary of local school system results

- There is extensive variation across local school systems in the roles of student and school poverty
- For HSA Algebra and postsecondary enrollment, school poverty is associated with worse outcomes in most, but not all, local school systems
- In some local school systems, school poverty is associated with some *improved* outcomes

Summary

Summary

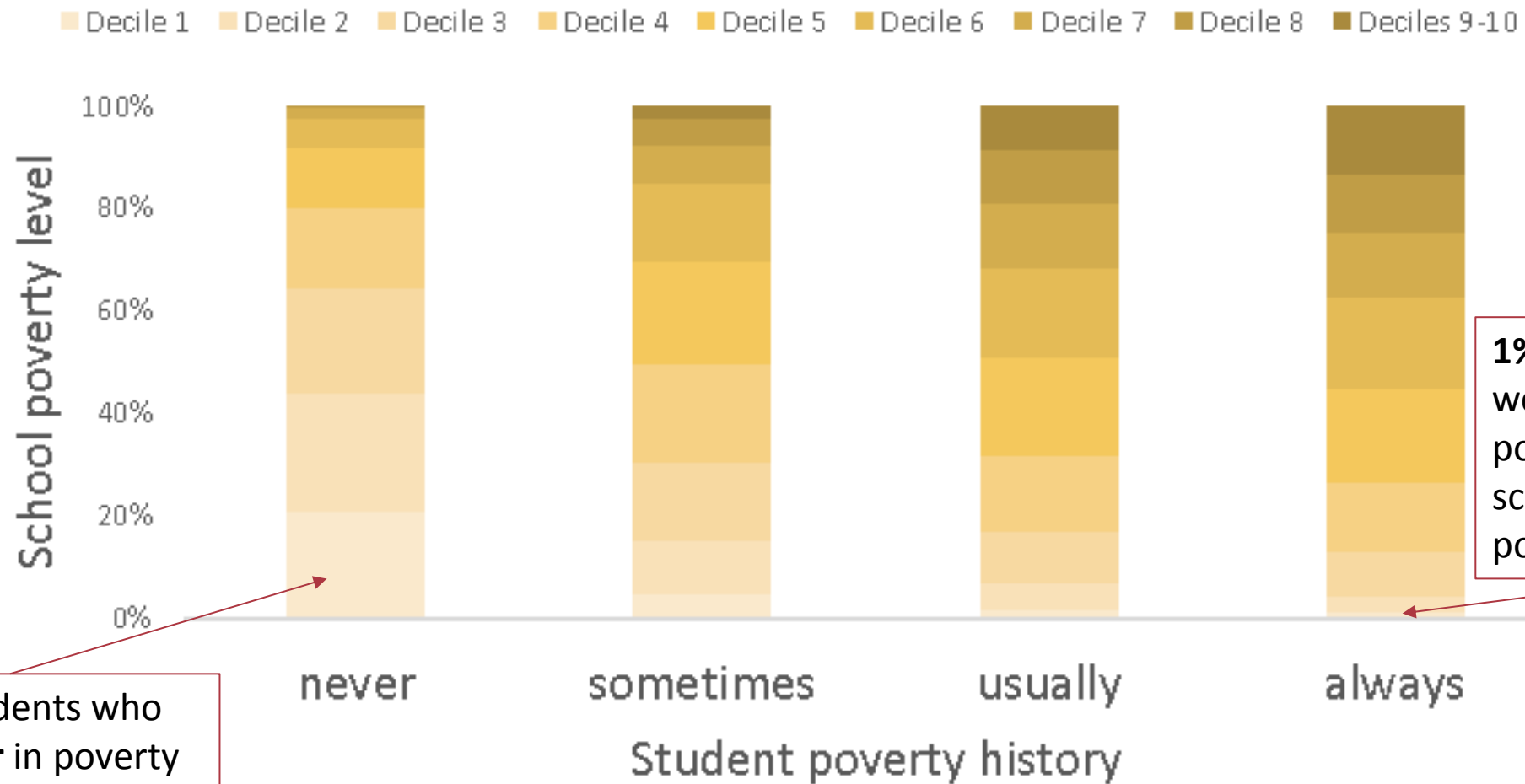
- *All* concentrations of poverty above the lowest decile have statistically significant negative relationships with student outcomes (dropout, graduation, HSA scores, postsecondary enrollment) compared to the lowest-poverty schools
- The steepest declines occur most consistently at Deciles 2-4 of school poverty
- Students who are usually, but not always, in poverty often experience worst outcomes
- The role of school poverty varies extensively across local school systems

Questions?

- Contact us: MLDS.Center@Maryland.gov

Appendix

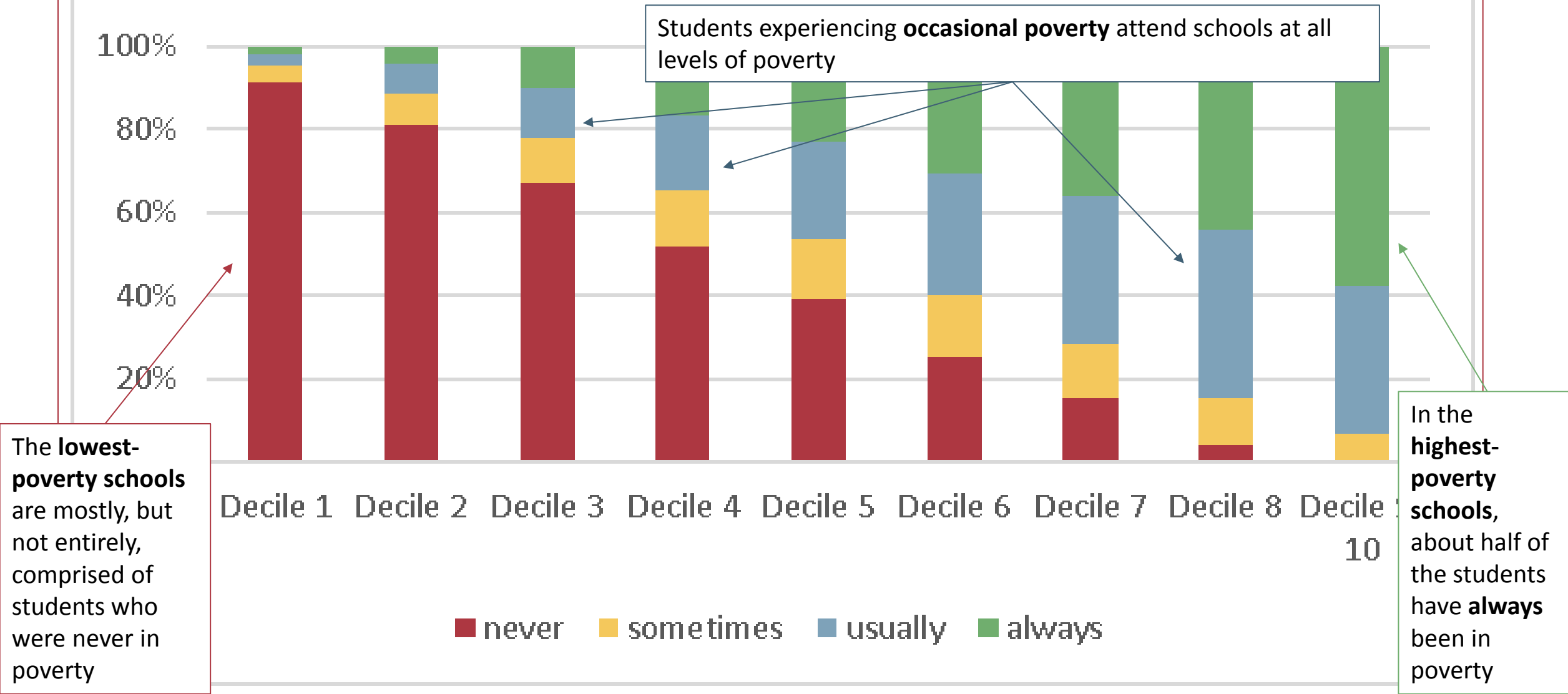
School poverty levels by student poverty history



20% of students who were **never** in poverty attended schools in the lowest poverty decile

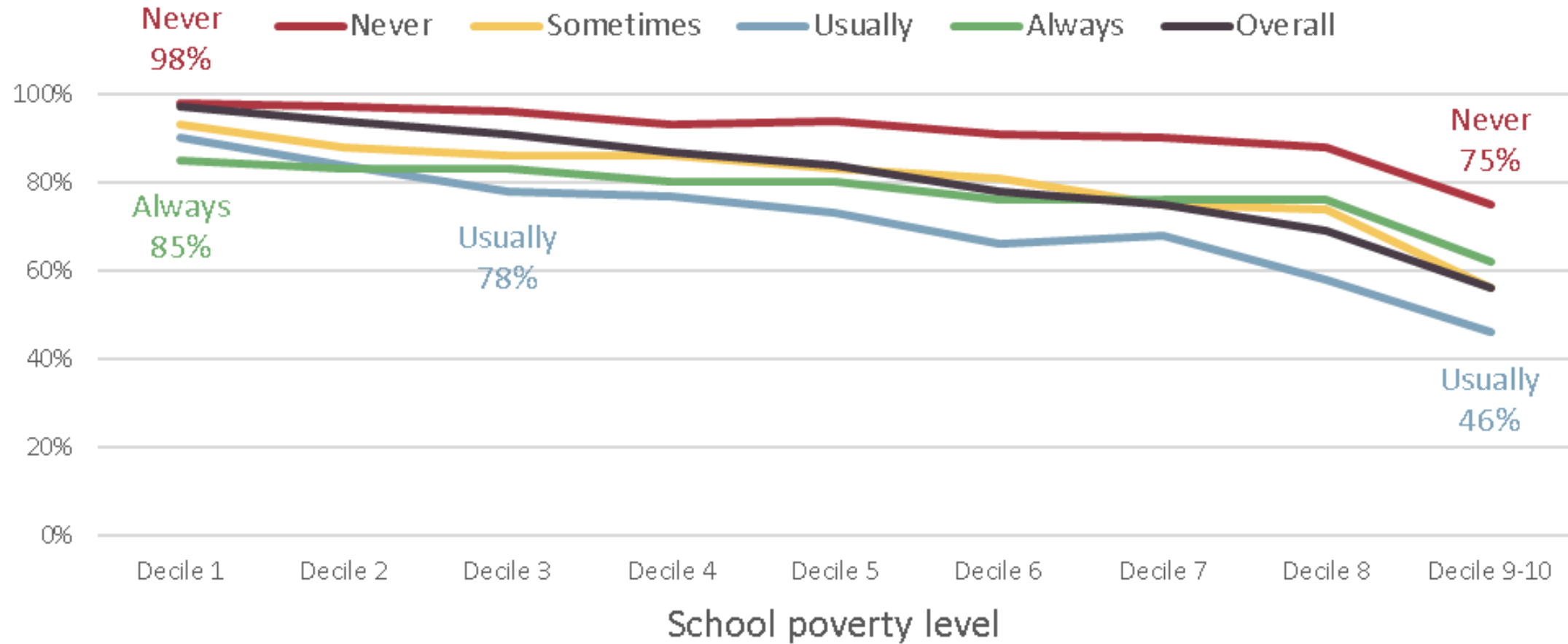
1% of students who were **always** in poverty attended schools in the lowest poverty decile

Student poverty by school poverty



Based on the 2007-08 6th grade cohort (N = 54,465).

Actual rates of graduating from high school on time, by school and student poverty

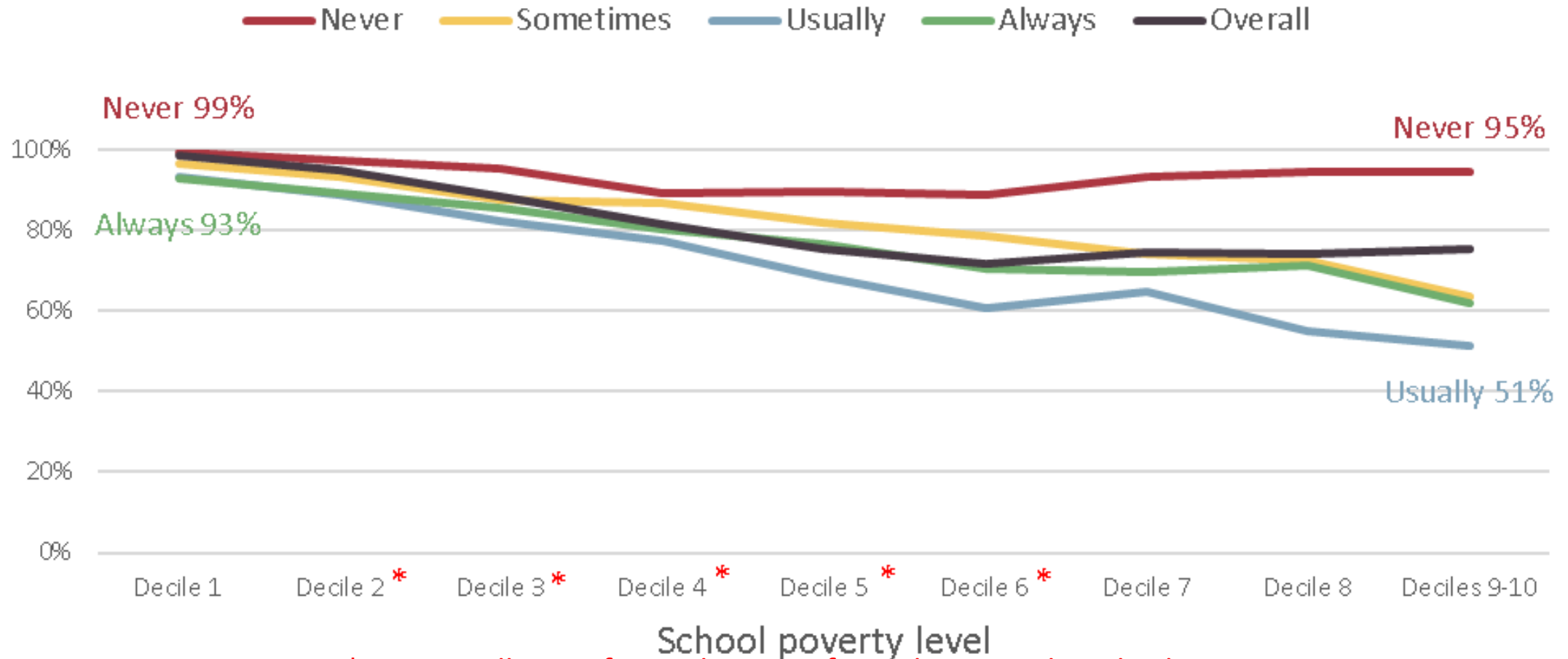


Lowest poverty schools

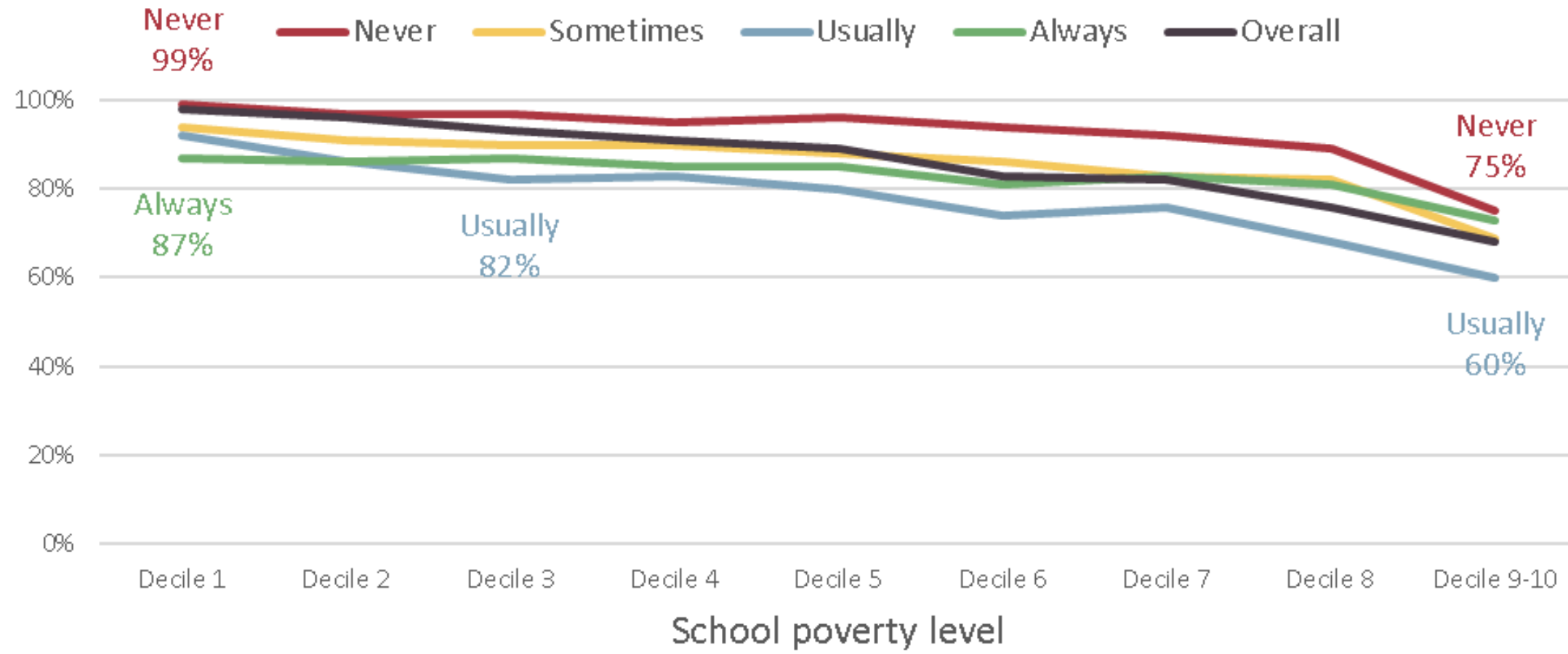
Based on the 2007-08 6th grade cohort (N = 54,465).

Highest poverty schools

Predicted likelihood of graduating from high school on time, by school poverty level and student poverty history

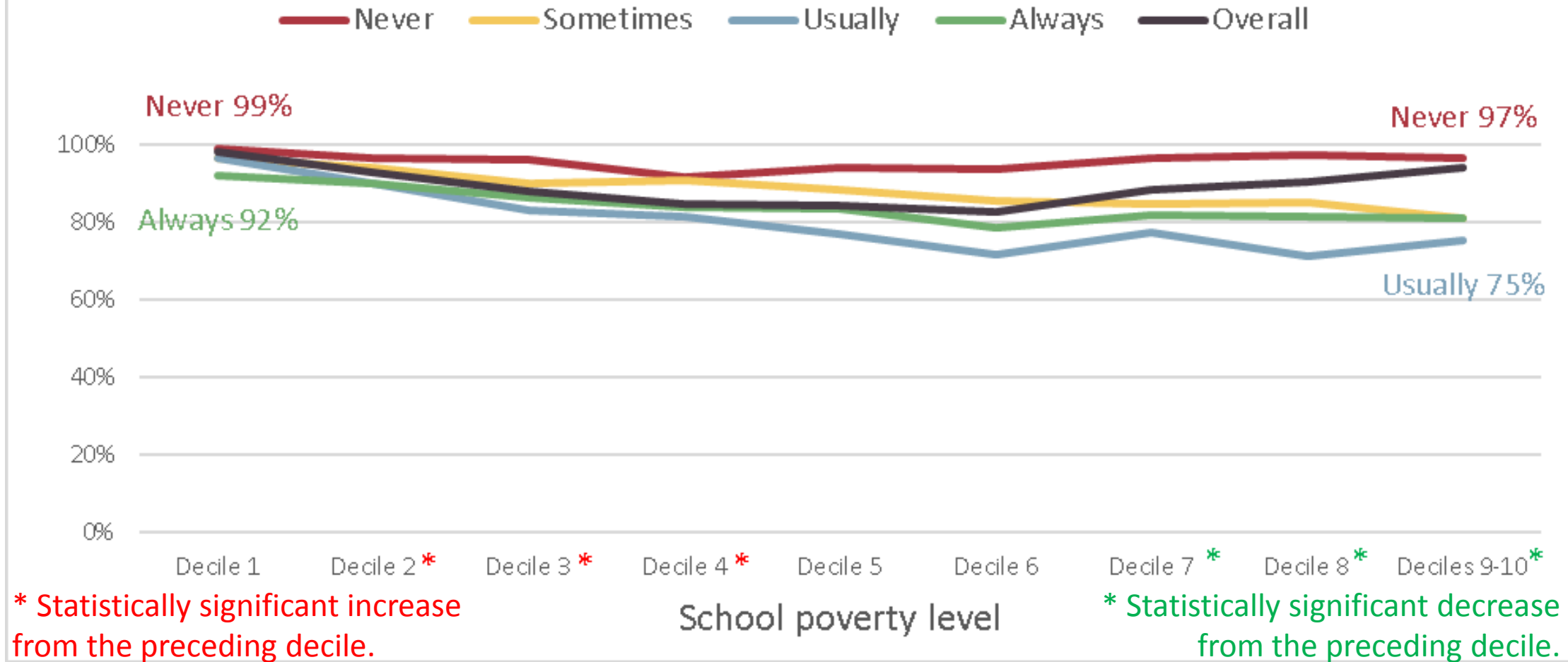


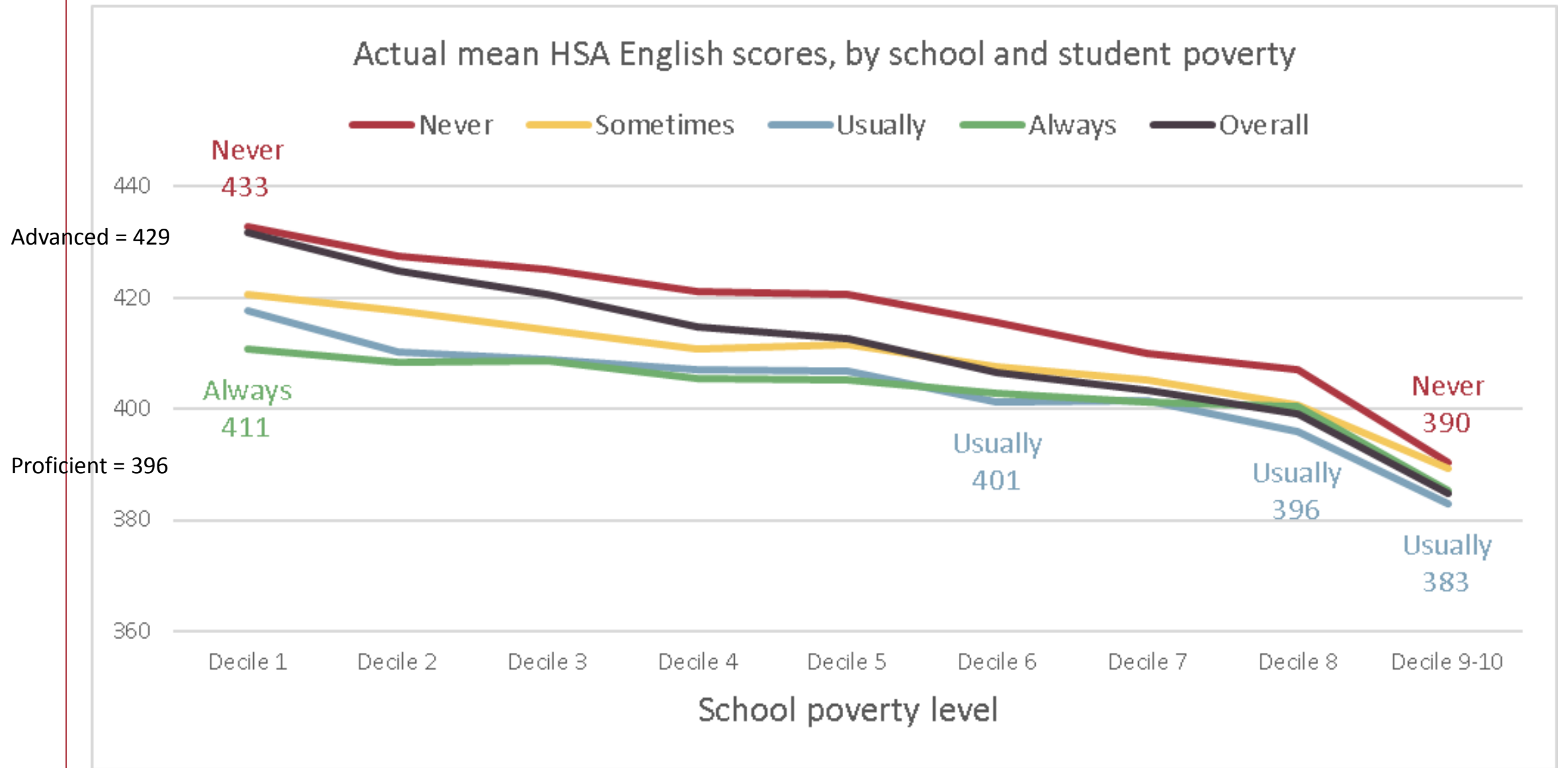
Actual rates of ever graduating from high school, by school and student poverty



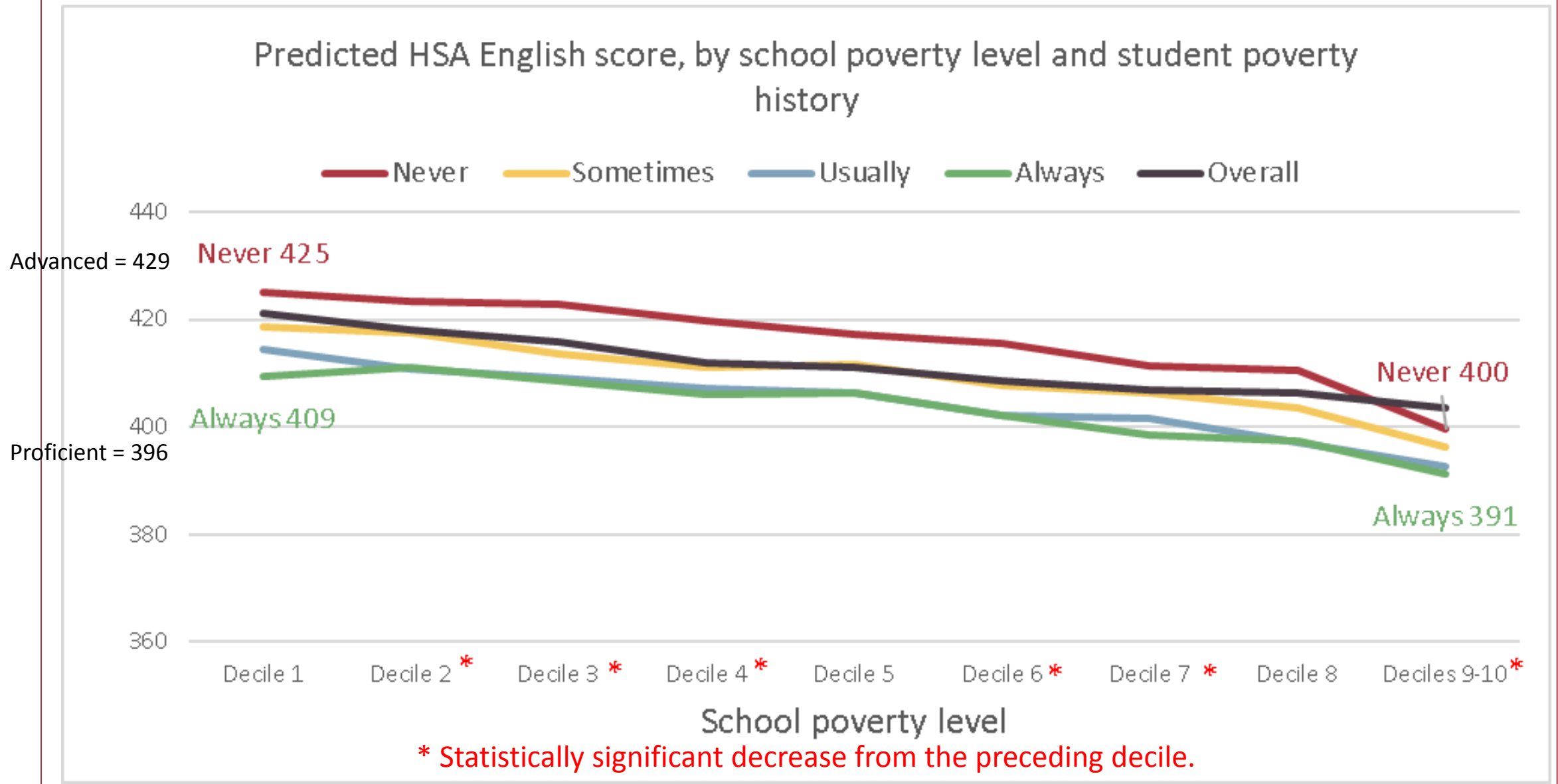
Based on the 2007-08 6th grade cohort (N = 54,465).

Predicted likelihood of ever graduating from high school, by school poverty level and student poverty history

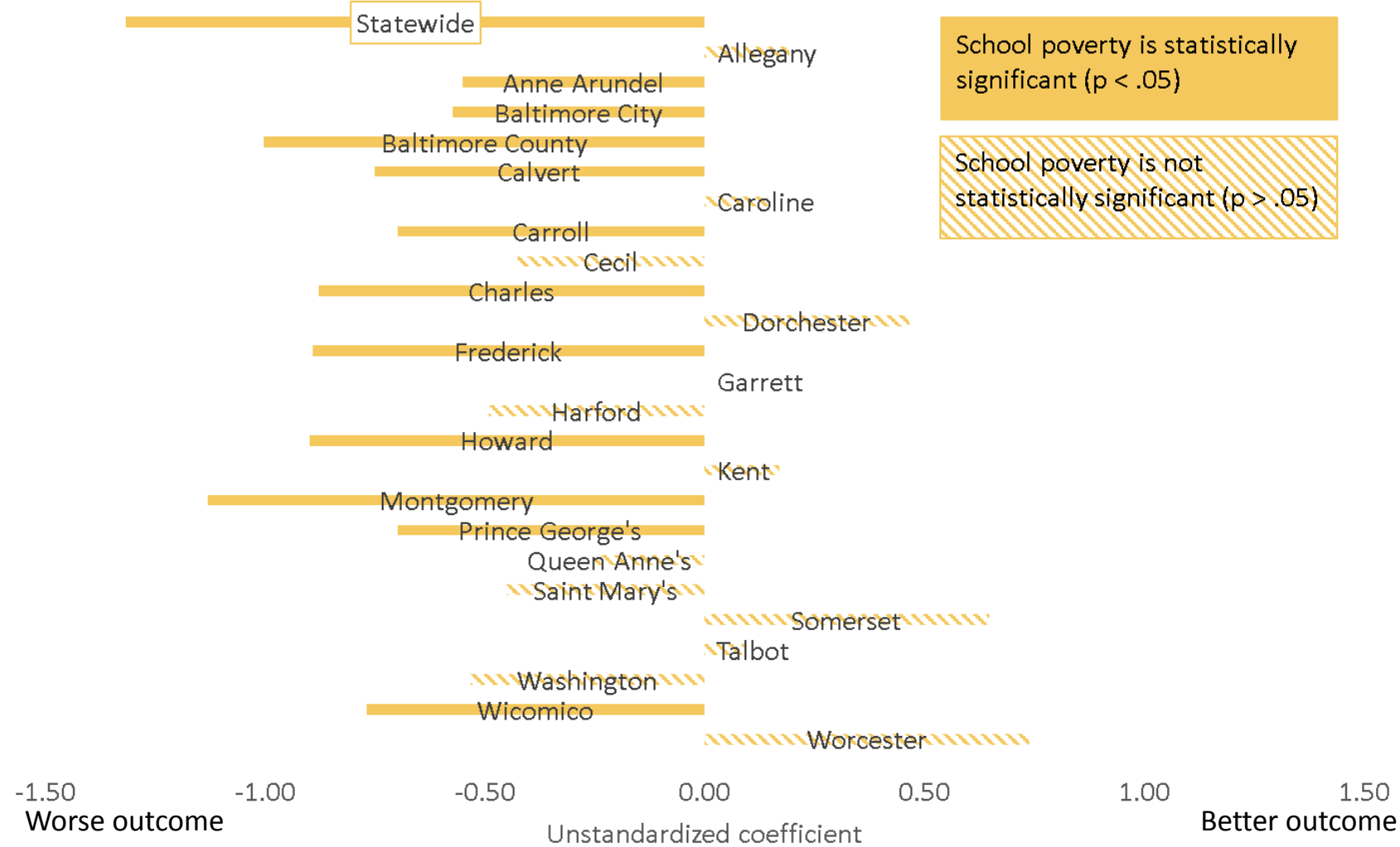




Based on the 2007-08 6th grade cohort (N = 50,681 of 54,465). Highest score.

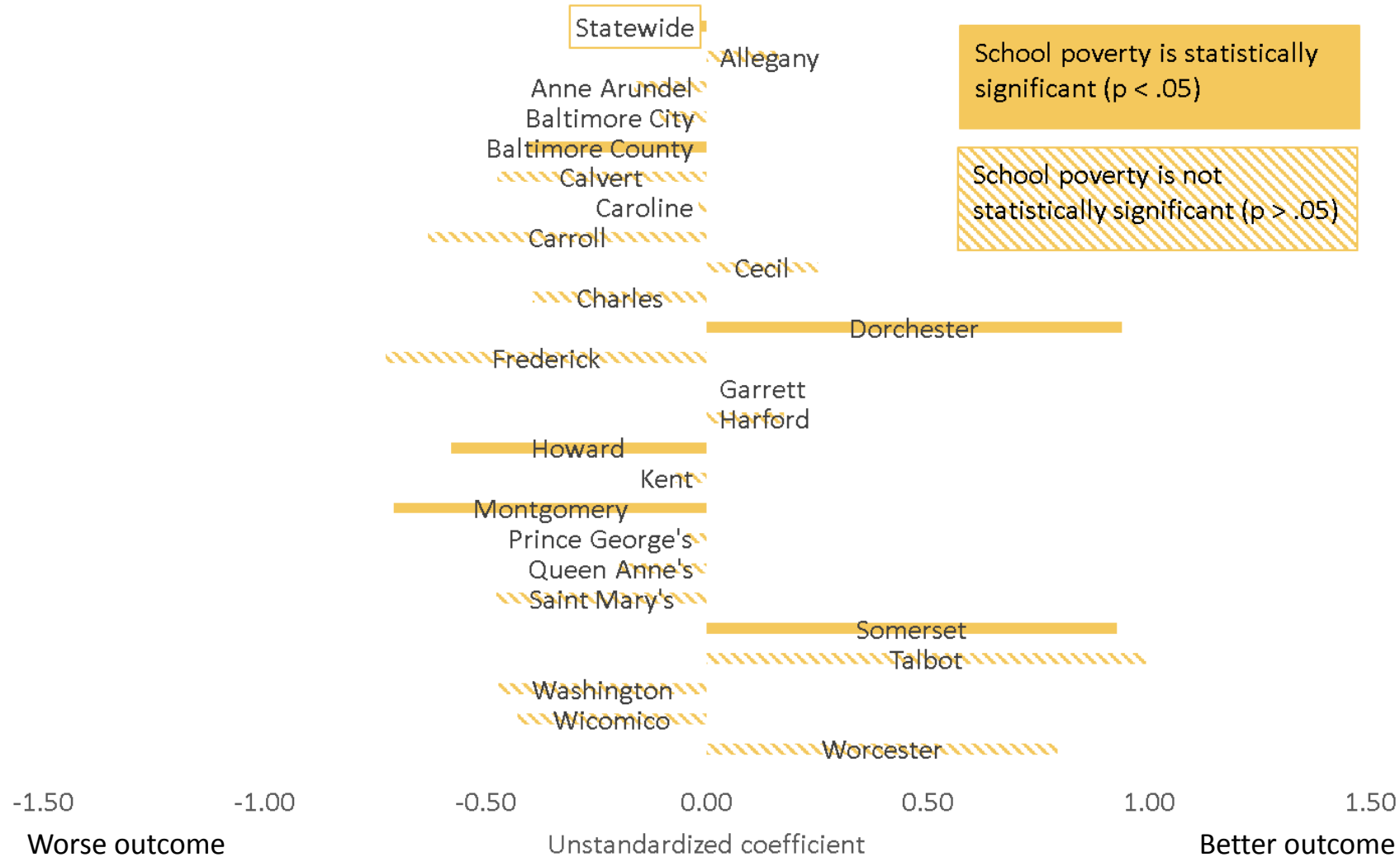


Role of school poverty in likelihood of graduating from high school on time, by LEA



Controlling for school membership, student poverty, student race/ethnicity, and school racial/ethnic composition, for the 2007-08 6th grade cohort (N = 54,465).

Role of school poverty in likelihood of ever graduating from high school, by LEA



Controlling for school membership, student poverty, student race/ethnicity, and school racial/ethnic composition, for the 2007-08 6th grade cohort (N = 54,465).



Role of school poverty in predicted HSA English score, by LEA

