My Brother’s Keeper

• National initiative launched in 2014 by President Obama to address persistent opportunity gaps faced by boys and young men of color and ensure that all young people can reach their full potential.

• ~200 Communities around the country have accepted the Challenge
Vision:
Become a national model for boosting academic achievement, enhancing health and well-being and elevating the lifetime prosperity for young boys and men of color.

Committee Structure:
1. Ensure all children enter school ready & read at grade level by 3rd grade
2. Ensure middle school students have advanced opportunities by 8th grade
3. Ensure all youth graduate high school college & career ready
4. Ensure all youth complete post-secondary and are employed
5. Ensure males of color have equitable access to healthcare
6. Ensure violence to and by males of color is prevented and increase second chances
Disproportional Difference Data Analysis: Why?

 Provide **Focus**: use objective data analysis to identify those metrics that will make the biggest difference in closing gaps for young men of color
  ✓ Choose range of metrics at each level of the education pipeline
  ✓ Determine disproportional difference for all metrics
  ✓ ID 2 focus metrics based on disproportional difference & other factors

 Support **Action**: Provide comparative data sets to help institutions and our community *move the needle* on these metrics
  ✓ What factor(s) most influence metric? (Gender/ethnicity/income)
  ✓ Which schools are bright spots across the region?
  ✓ Provide districts data to compare schools and focus actions
Data Analysis Goal 1

- **Provide Focus**: use objective data analysis to identify those metrics that will make the biggest difference in closing gaps for young men of color.
Disproportional Difference Comparisons

• Each metric is calculated by income (low income or not), Gender (male or female), and Ethnicity (Black, Hispanic, White, Asian) – 16 total categories
• “Target Population” is a weighted average of Black and Hispanic low income males
• “Comparison Population” is White, non-low income females
• Disproportional difference is the percentage point difference between the target and comparison groups
Middle School Metrics Reviewed

- Average daily attendance
- % Chronically Absent
- Disciplinary referrals
- Academic growth at 6th grade transition year
- Passing rate in 8th grade reading
- Placement in Algebra I in 8th grade
- Student mobility (possibly as a separate focus group in bright spot analysis)
- % Retained in 9th grade
## Disproportional Differences in Metrics: Middle School

<table>
<thead>
<tr>
<th>Metric</th>
<th>Disproportionality Difference</th>
<th># Impacted</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Passing rate in 8th grade English</td>
<td>37</td>
<td>1638</td>
<td>Females higher than males in general</td>
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<tr>
<td>Disciplinary Referrals - % &gt; 0</td>
<td>30.1</td>
<td>4593</td>
<td>Blacks have far higher referral rates than Hispanics, all genders and income statuses</td>
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<tr>
<td>Placement in Algebra 1 in 8th grade</td>
<td>25.2</td>
<td>1166</td>
<td>Strong predictor of high school and college success</td>
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<tr>
<td>% retained in 9th grade</td>
<td>11.7</td>
<td>488</td>
<td>Has dropped from 15% to 7.3% for all males in last 7 years</td>
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<tr>
<td>Student Mobility</td>
<td>6.2</td>
<td>976</td>
<td></td>
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<tr>
<td>% Chronically Absent</td>
<td>4.7</td>
<td>1082</td>
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<td>Disciplinary Referrals – days missed</td>
<td>6% (of the school year)</td>
<td>---</td>
<td>Black and Hispanic low income males are missing three times as many days as comparison group</td>
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<td>Average Daily Attendance</td>
<td>2.1 days per student</td>
<td>15,239</td>
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<td>Academic growth at 6th grade transition year</td>
<td>8.7 pts</td>
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Average Daily Attendance Rates
Grades 6-8, 2013-2014

Source: E3 Alliance analysis of PEIMS data at the UT Austin Education Research Center

© 2016 E3 Alliance
Chronic Absence Rates
Grades 6-8, 2013-2014

Source: E³ Alliance analysis of PEIMS data at the UT Austin Education Research Center

© 2016 E³ Alliance
Disciplinary Referral Rates
Grades 6-8, 2013-2014

Source: E3 Alliance analysis of PEIMS data at the UT Austin Education Research Center
Days Missed due to Disciplinary Referrals
Grades 6-8, 2013-2014

Source: E3 Alliance analysis of PEIMS data at the UT Austin Education Research Center

© 2016 E3 Alliance
Grade 9 Retention Rates 2014-2015

Non-Low Income

- Black Female: 4% (n=14)
- Hispanic Female: 4% (n=67)
- White Female: <1% (n<5)
- Asian Female: 1% (n=50)

Low Income

- Black Male: 7% (n=29)
- Hispanic Male: 6% (n=112)
- White Male: 3% (n=99)
- Asian Male: <1% (n<5)

Disproportionality Difference = 11.7%

Source: E^3 Alliance analysis of PEIMS data at the UT Austin Education Research Center

© 2016 E^3 Alliance
English STAAR Exam Passing Rate
Grade 8, Spring 2015

Source: E³ Alliance analysis of PEIMS data at the UT Austin Education Research Center

© 2016 E³ Alliance
Algebra 1 Placement in 8th Grade
Spring 2015

Source: E³ Alliance analysis of PEIMS data at the UT Austin Education Research Center
Student Growth Percentile (Reading & Math)
Grade 6, 2014-2015

Average Reading and Math Score

- Non-Low Income
  - Asian Male: 63.2 (n=533)
  - Hispanic Male: 56.5 (n=4070)
  - Asian Female: 54.3 (n=3668)
  - Black Male: 51.9 (n=294)
  - Hispanic Female: 52.8 (n=1656)
  - White Female: 50.3 (n=1631)
  - Asian Female: 48.3 (n=281)

- Low Income
  - Asian Male: 59.8 (n=110)
  - Hispanic Male: 45.6
  - Asian Female: 59.9 (n=125)
  - Black Male: 45.0 (n=606)
  - Hispanic Female: 45.7 (n=4104)
  - White Female: 50.7 (n=772)

Disproportionality Difference = 8.7 pts

Source: E³ Alliance analysis of PEIMS data at the UT Austin Education Research Center

© 2016 E³ Alliance
Student Mobility
Grades 6-8, 2013-2014

<table>
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<th>Percent of Students</th>
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<tr>
<td>Asian Male</td>
<td>17% (n=156)</td>
</tr>
<tr>
<td>Hispanic Male</td>
<td>9% (n=451)</td>
</tr>
<tr>
<td>White Male</td>
<td>7% (n=826)</td>
</tr>
<tr>
<td>Asian Female</td>
<td>5% (n=70)</td>
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<tr>
<td>Black Female</td>
<td>12% (n=99)</td>
</tr>
<tr>
<td>Hispanic Female</td>
<td>11% (n=500)</td>
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<tr>
<td>White Female</td>
<td>8% (n=854)</td>
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<td>10% (n=40)</td>
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<tr>
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Source: E³ Alliance analysis of PEIMS data at the UT Austin Education Research Center

Disproportionality Difference = 6.2%

13.7%
Choosing “Top 2” Focus Metrics

Decision Criteria:

- Greatest disproportionality for our target students
- Number of students potentially impacted
- Potential to change outcomes
- “Leading” versus “lagging” indicator
- Ability to amplify and build upon existing work
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Support Action: Provide comparative data sets to help institutions and our community move the needle on these metrics.
Focus Metric: Percent of students receiving at least one disciplinary referral

- Disproportional difference is the second largest of all the metrics
- Particularly important at the middle school level – rates are higher and gap is larger in middle school than in high school
- Noted difference between ethnicities – almost half of low income black young men referred!
- Incorporates social (nonacademic) factors in student success
- Additional discipline information can be found in the Breaking School Rules Report
Disciplinary Referral Rates
Grades 6-8, 2013-2014

Source: E3 Alliance analysis of PEIMS data at the UT Austin Education Research Center

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