



My BROTHER'S KEEPER

Disproportional Difference Data Analysis

Susan Dawson
President
sdawson@e3alliance.org

Caitlin Hamrock
Research Associate
chamrock@e3alliance.org



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



My BROTHER'S KEEPER

GREATER AUSTIN AREA



- 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

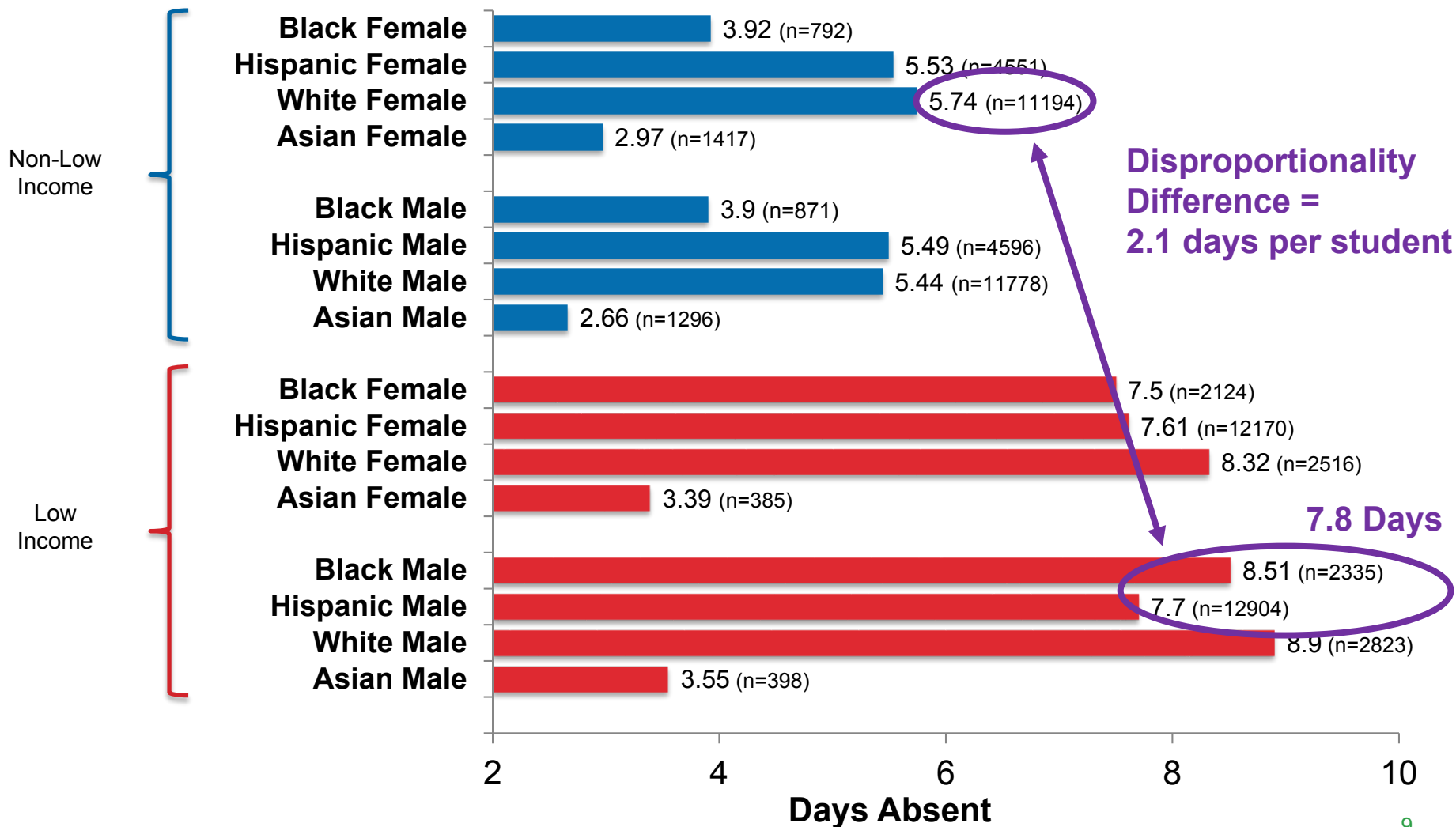
- Average daily attendance
- % Chronically Absent
- Disciplinary referrals
- Academic growth at 6th grade transition year
- Passing rate in 8th grade reading
- Placement in Algebra I in 8th grade
- Student mobility (possibly as a separate focus group in bright spot analysis)
- % Retained in 9th grade

Disproportional Differences in Metrics: Middle School

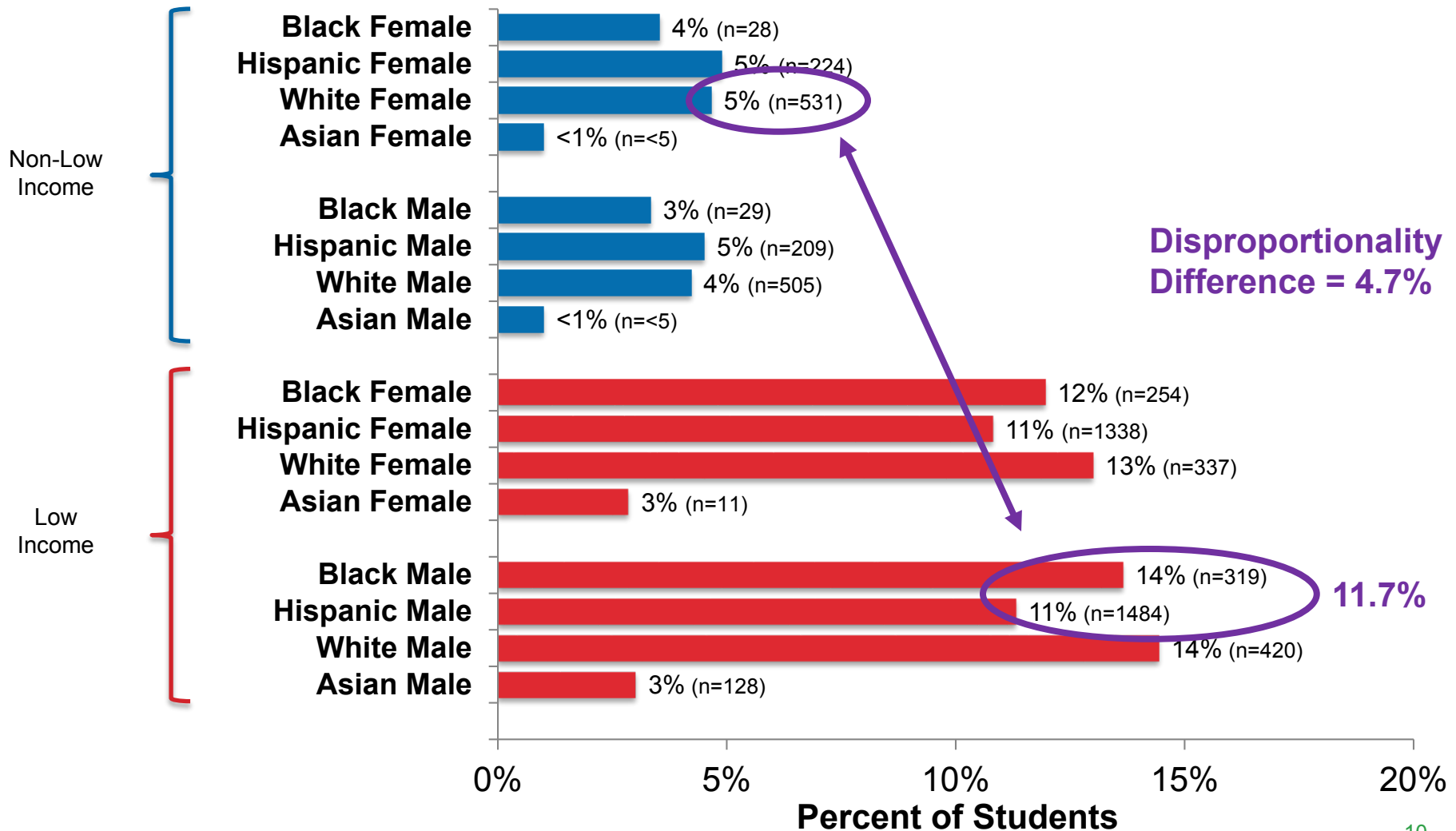
Metric	Disproportionality Difference	# Impacted	Notes
Passing rate in 8 th grade English	37	1638	Females higher than males in general
Disciplinary Referrals - % > 0	30.1	4593	Blacks have far higher referral rates than Hispanics, all genders and income statuses
Placement in Algebra 1 in 8 th grade	25.2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

Average Daily Attendance Rates

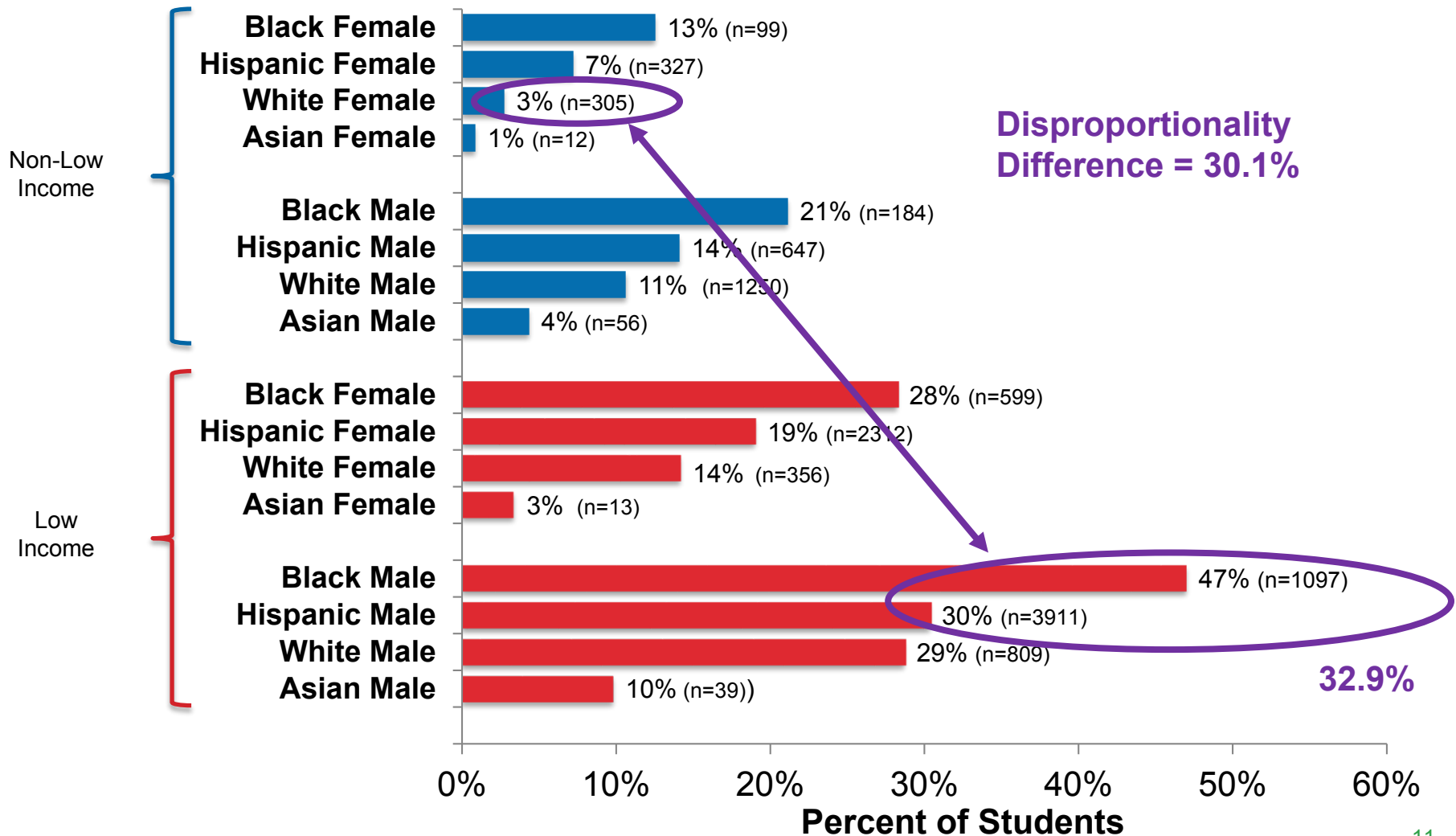
Grades 6-8, 2013-2014



Chronic Absence Rates Grades 6-8, 2013-2014

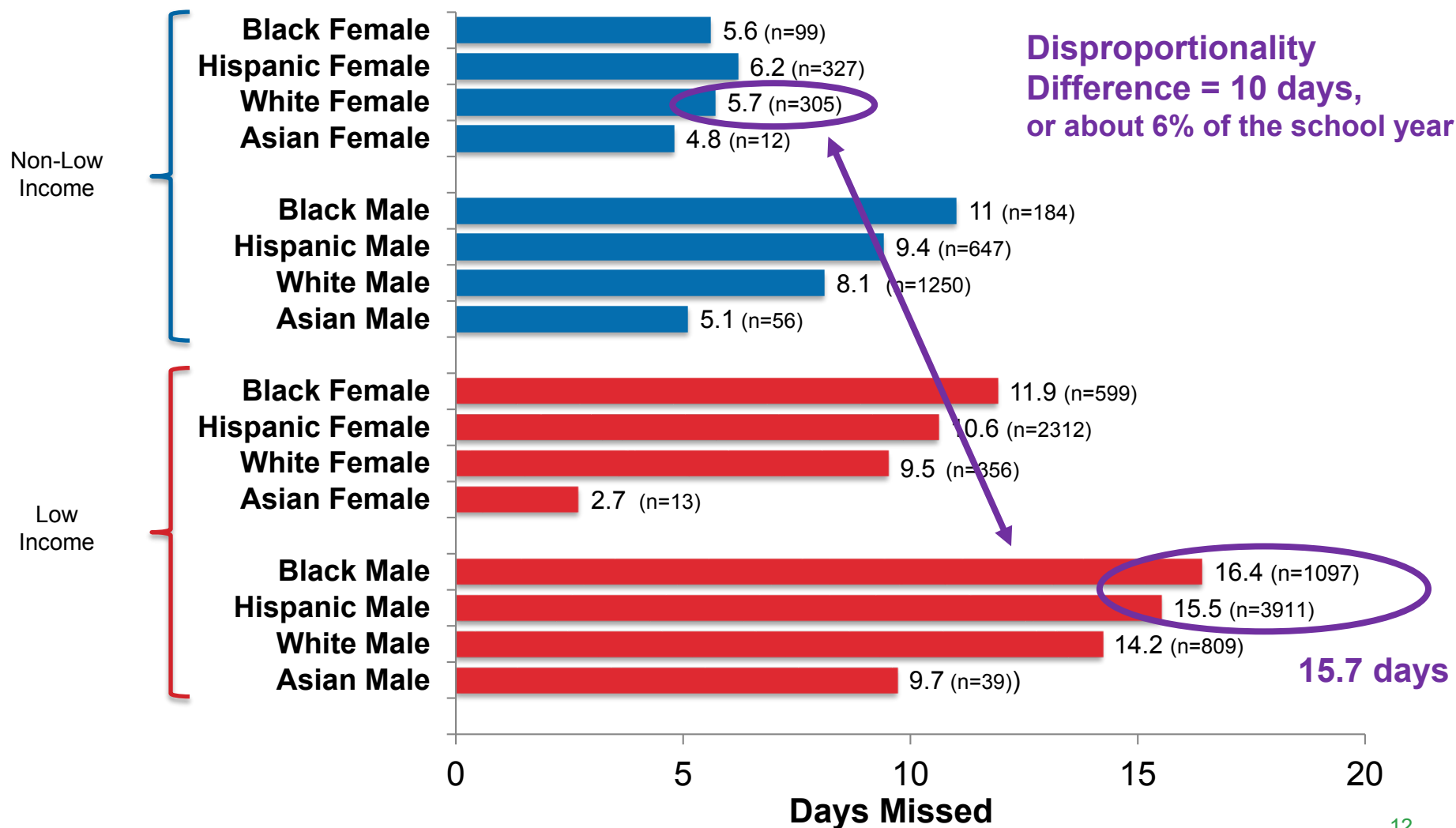


Disciplinary Referral Rates Grades 6-8, 2013-2014

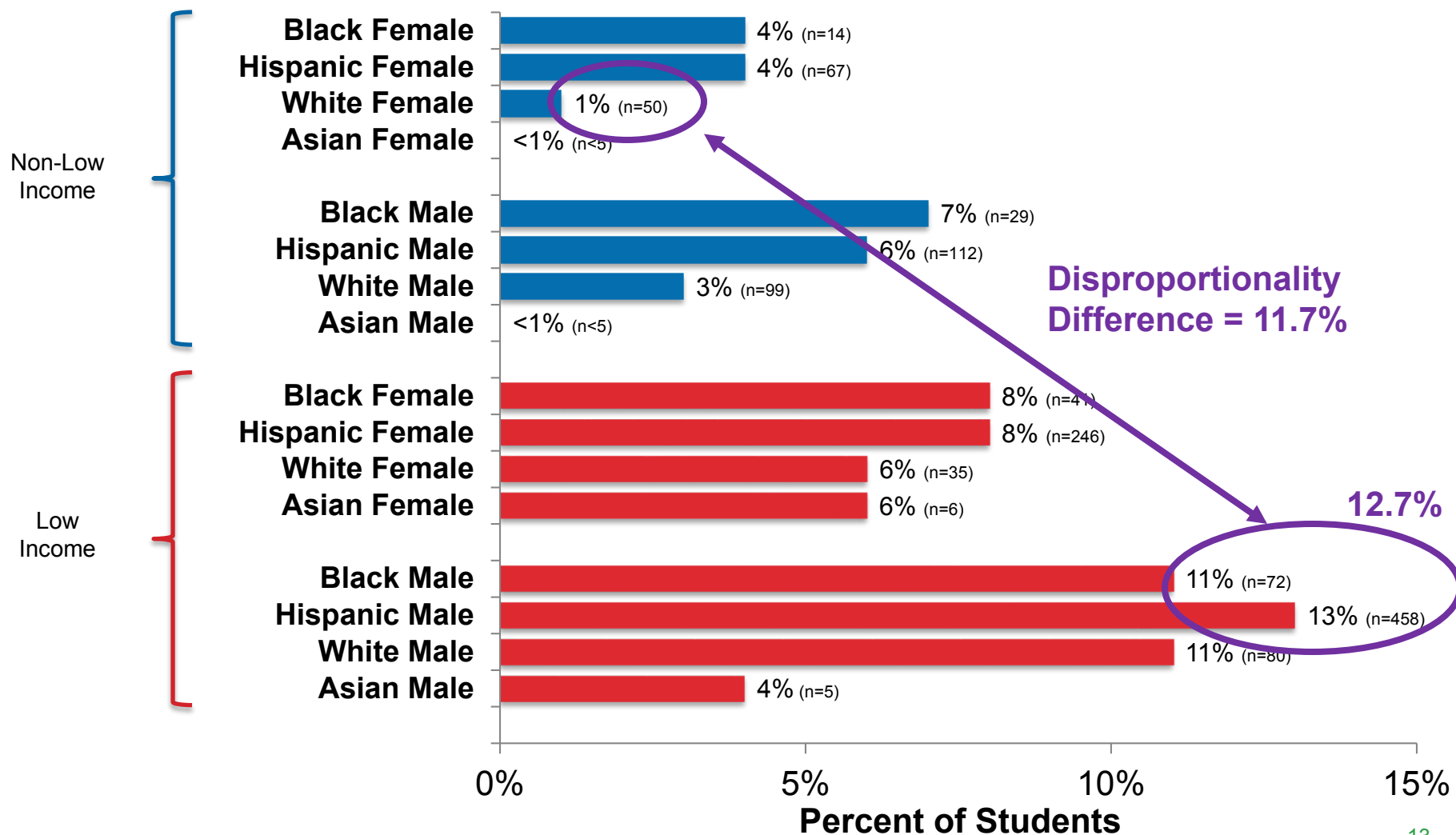


Days Missed due to Disciplinary Referrals

Grades 6-8, 2013-2014

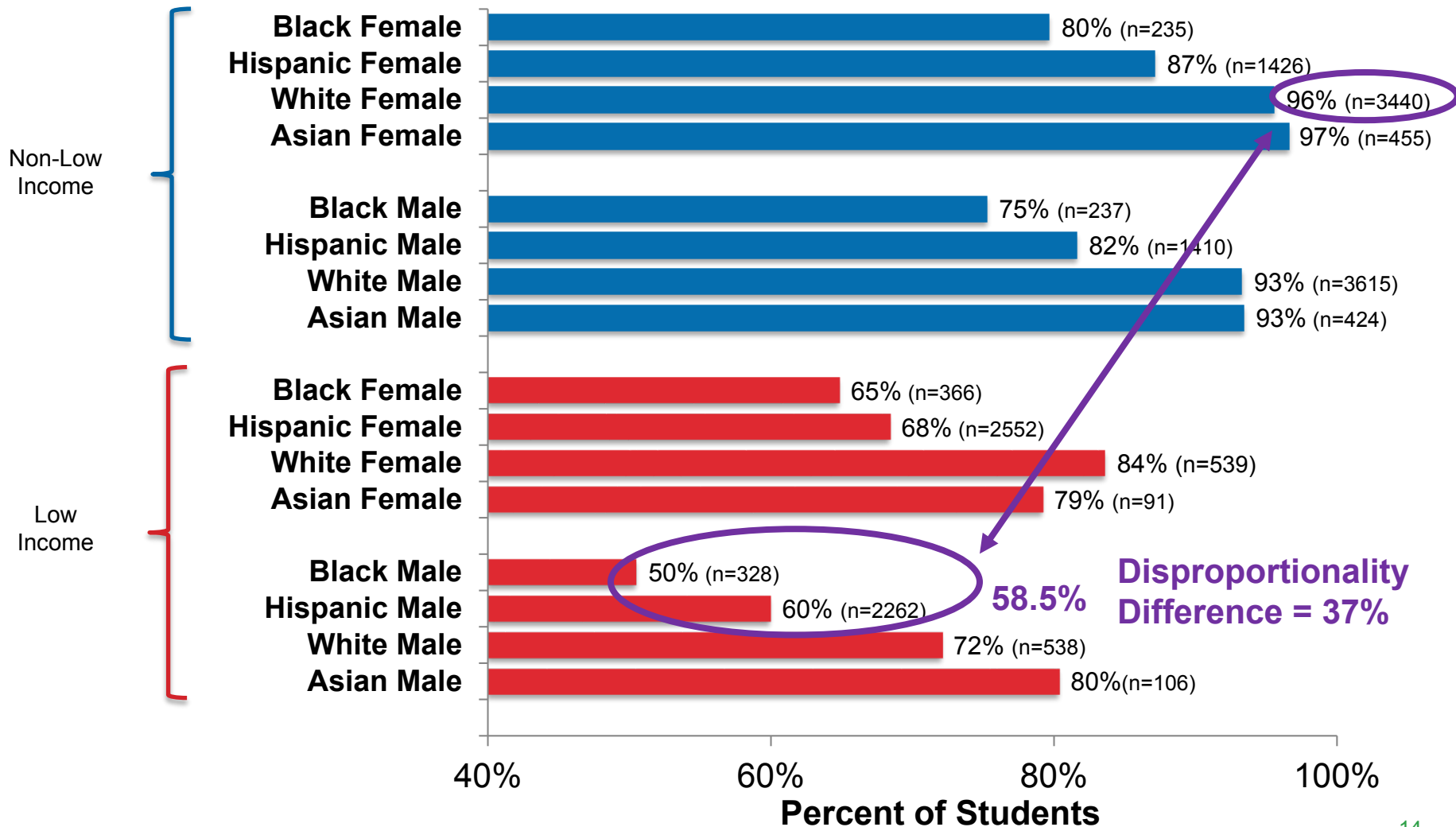


Grade 9 Retention Rates 2014-2015



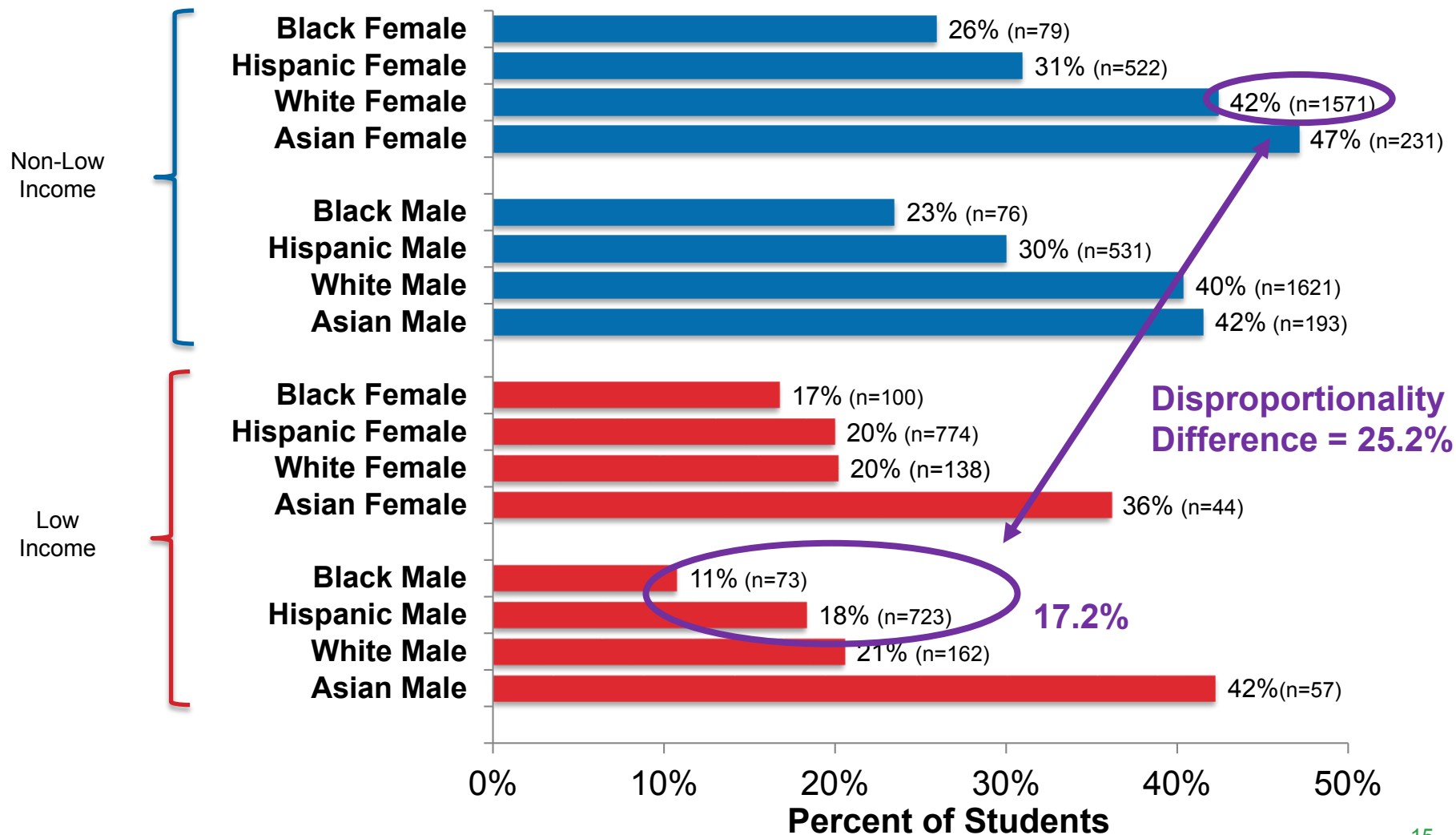
English STAAR Exam Passing Rate

Grade 8, Spring 2015



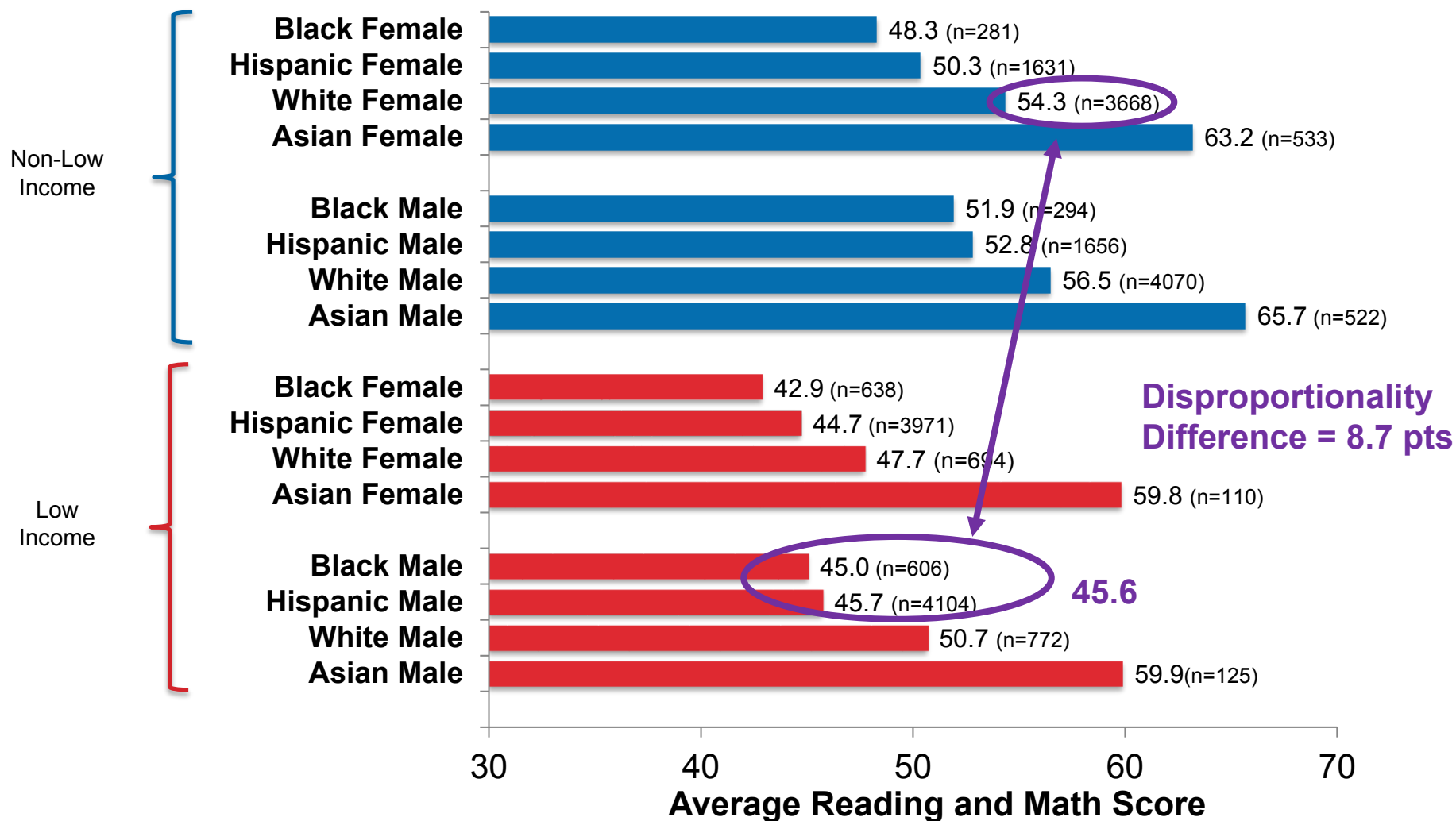
Algebra 1 Placement in 8th Grade

Spring 2015

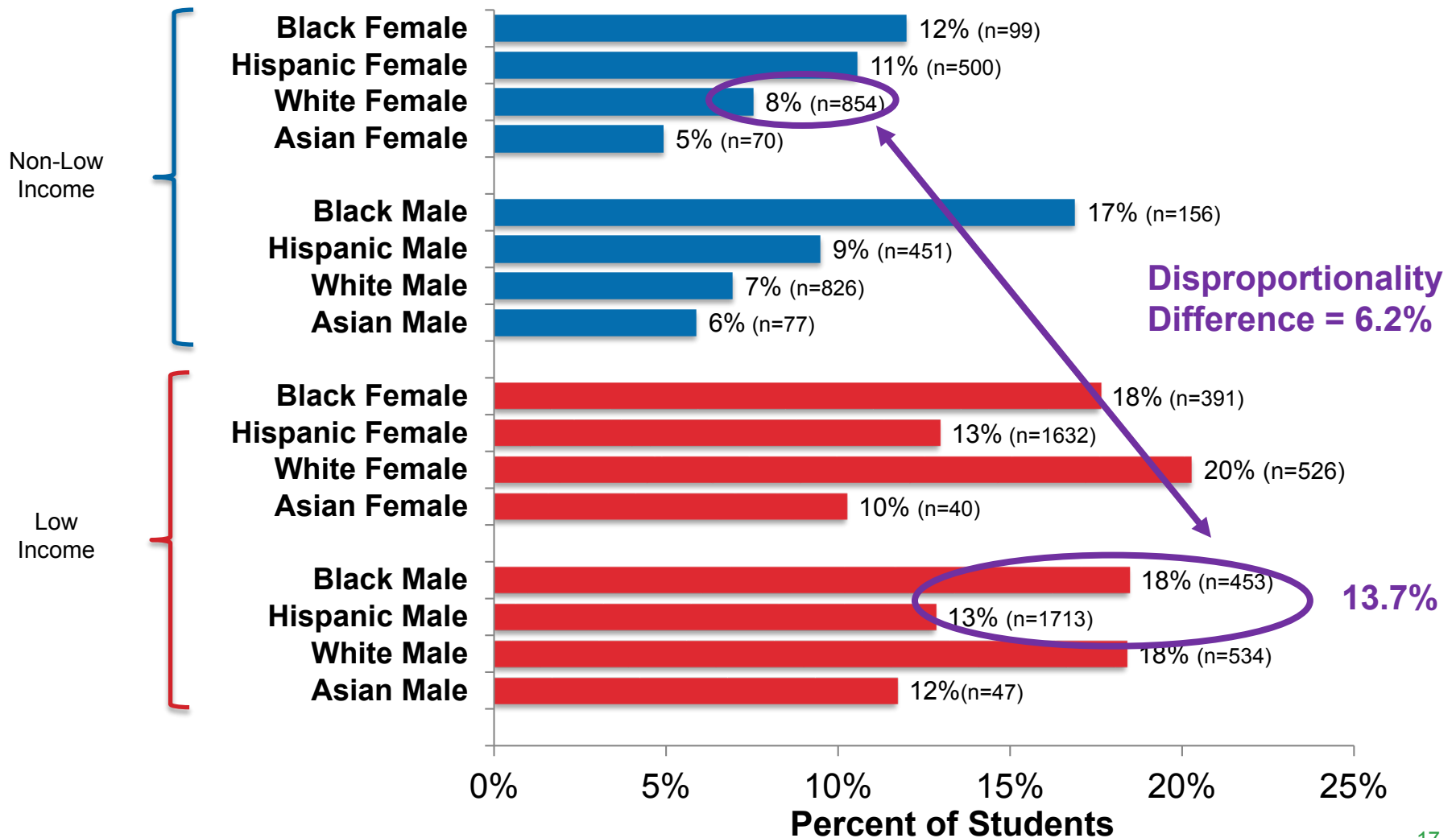


Student Growth Percentile (Reading & Math)

Grade 6, 2014-2015



Student Mobility Grades 6-8, 2013-2014



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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Data Analysis Goal 2

- **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

