



My **BROTHER'S KEEPER**

Disproportional Difference Data Analysis
Eliminating the Gap

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Eliminating the Gap Data Analysis: WHY?

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
 - A. Choose range of metrics at each level of the education pipeline
 - B. Determine disproportional difference for all metrics
 - C. ID 2 focus metrics based on disproportional difference & other factors

2. **Support Action:** Provide comparative data sets to help institutions and our community *move the needle* on these metrics
 - A. What factor(s) most influence metric? (Gender/ethnicity/income)
 - B. Which schools are bright spots across the region?
 - C. Provide districts data to compare schools and focus actions

Data Analysis Goal 1

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 Committee chose a range of 6-10 metrics at that level of the education pipeline of interest for our MBK populations
- Every metric calculated by income (low income or not), Gender (male or female), and Ethnicity (Black, Hispanic, White, Asian) – 16 total categories
- “Target Population”: weighted average of Black and Hispanic low income males
- “Comparison Population”: White, non-low income females
- Disproportional difference is the percentage point difference between the target and comparison groups

Eliminating the Gap Data Analysis:

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
 - A. **Choose range of metrics at each level of the education pipeline**

Early Education Metrics Reviewed

- % of eligible students enrolled in Pre-K
- % Chronically absent in Pre-K
- School readiness at beginning of K – Social emotional skills
- School readiness at beginning of K – Academic skills
- % Retained in Grade 1
- % Passed 3rd grade reading test

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

High School Metrics Reviewed

- % Chronically Absent
- Disciplinary Referrals
- % Retained in 9th grade
- Passing rate in English II End of Course Exam
- Highest level math course completed
- Completion of CTE coursework
- % of students taking at least 1 AP/IB/Dual Credit Course
- Graduation rate (measured at 4, 5, and 6 years)
- Higher education enrollment

Higher Education Metrics Reviewed

- Higher education enrollment
- % Enrolled full time versus part time
- % *Transferred from 2-year to 4-year schools (From Richard)*
- % Completed a degree or certificate within 6 years of enrollment
- % Completed a STEM degree or certificate within 6 years of enrollment
- % Continuously enrolled (for 6 years following enrollment)
- % Employed one year after degree completion
- % Employed in the tech industry one year after degree completion

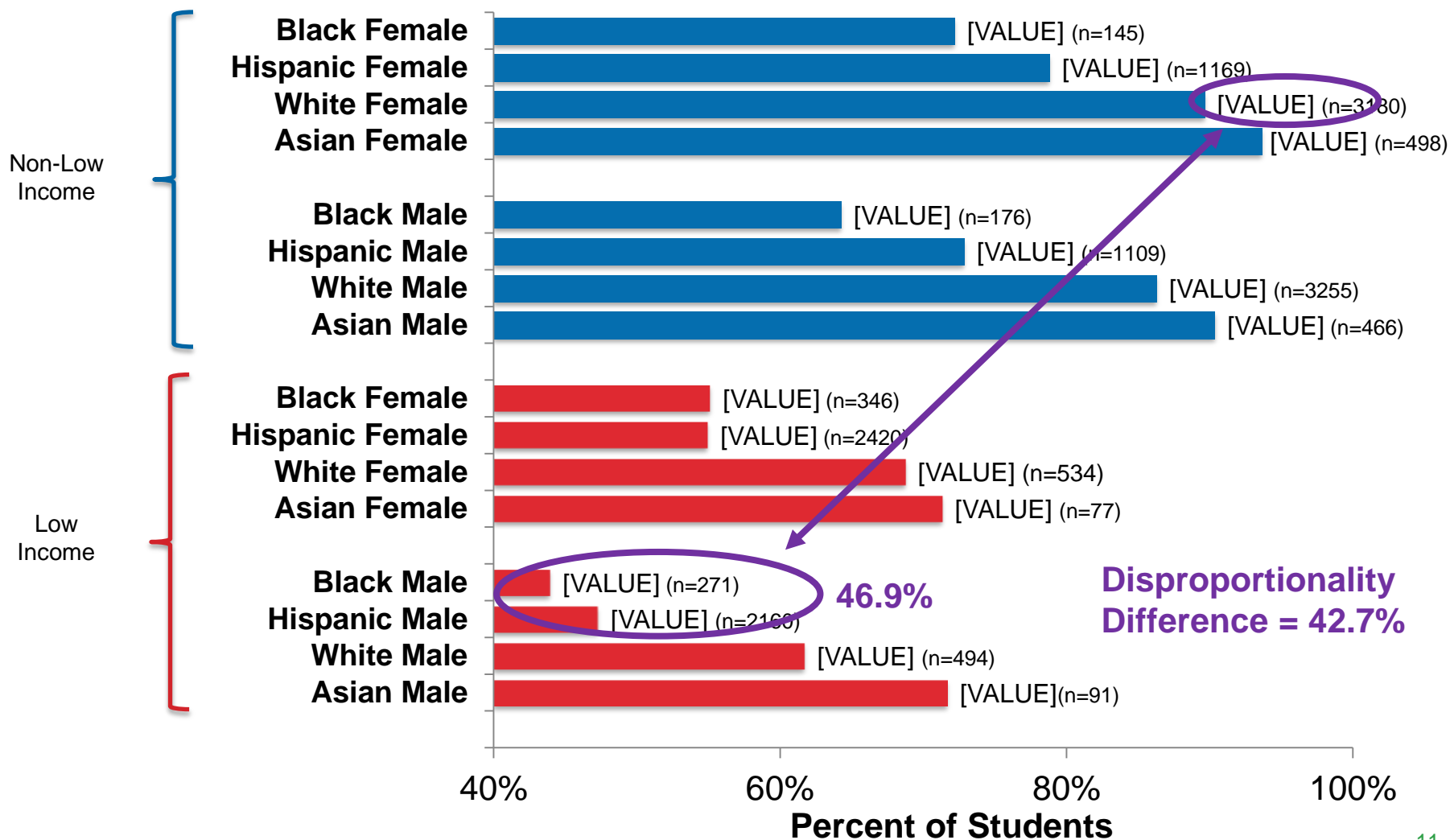
- Failed a course (during the first year of enrollment)
- % Enrolled in credit bearing course after completing a remedial course (Math and English)

Eliminating the Gap Data Analysis: WHY?

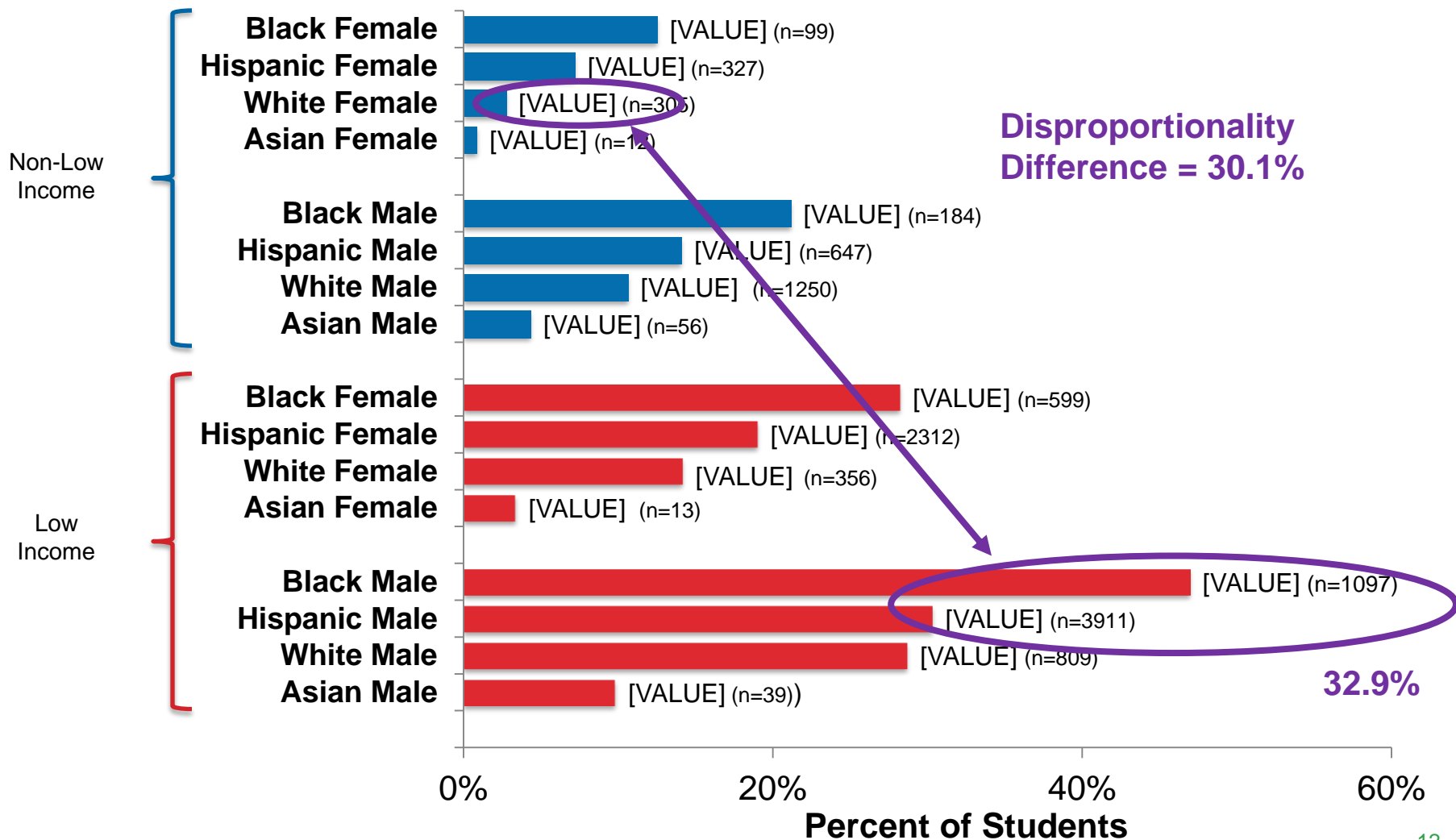
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Reading STAAR Exam Passing Rate

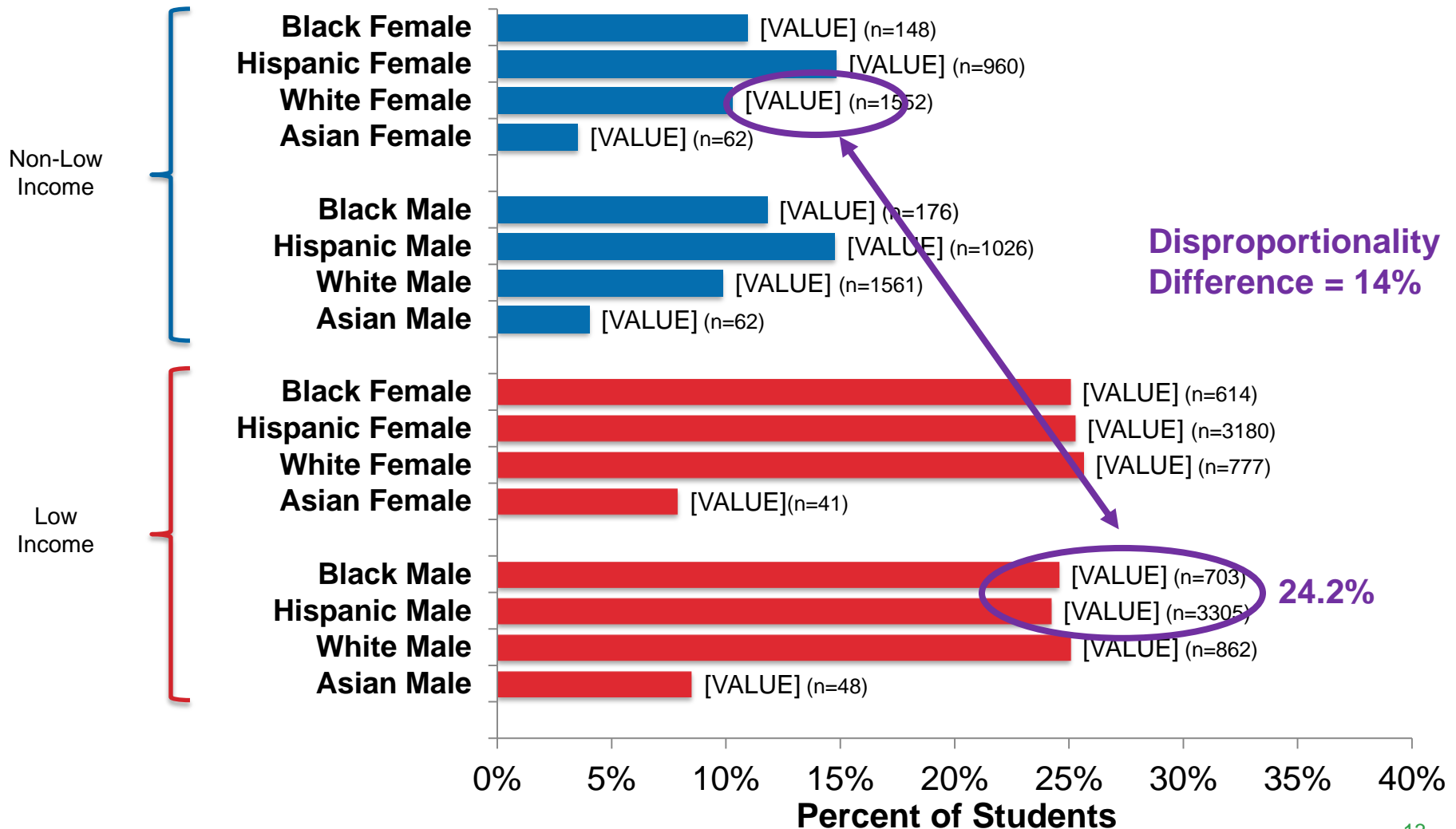
Grade 3, Spring 2015



Disciplinary Referral Rates Grades 6-8, 2013-2014



Chronic Absence Rates Grades 9-12, 2013-2014



Key Observations from Difference Analysis

- Different metrics had very different drivers – some income, others ethnicity or gender or combination
- Asians almost always ahead on metrics
- Metrics showed a wide range of differences, from 49.7 percentage points (passing English II EOC Exam) to very low (retained in grade, completing CTE coursework)
- Some even had “negative” differences – target population had better outcomes than comparison population (e.g. Pre-K enrollment and attendance; having a job one year after degree completion)

Key Observations from Difference Analysis

- Biggest ethnic gap – and perhaps most shocking outcome – was 47% of Black low income males with disciplinary referrals in middle school
- Gaps in 3rd grade literacy were mirrored almost exactly in same gaps in 8th grade literacy
- Biggest gaps tend to be in academic outcomes (standardized test passing rates)
- Gap in higher ed enrollment is twice the gap in graduation rate

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Target Metrics By Committee

- Early Learning:
 - School Readiness Social-Emotional Skills
 - 3rd Grade Reading Passing Rate
- Middle School:
 - 8th Grade Reading Passing Rate
 - Disciplinary Referrals
- High School:
 - % Passing Pre-Calculus
 - Chronic Absence
- Higher Ed:
 - % Enrolling in Higher Ed
 - Persistence to Year 2

Key Observations from Focus Metrics

- Early Ed, Middle School, and High School committees each chose one academic metric (passing a key test/class) and one nonacademic (SEL, discipline, chronic absence)
- Largest gaps played into decisions, but other factors (e.g. building on regional momentum, addressing leading indicators) were used in addition to objective data
- MBK students who participated in the review were a key part of the decision process
- Together, the eight focus metrics form a strong continuum of outcomes from school readiness to higher ed success

Data Analysis Goal 2

2. **Support Action:** Provide comparative data sets to help institutions and our community *move the needle* on these metrics

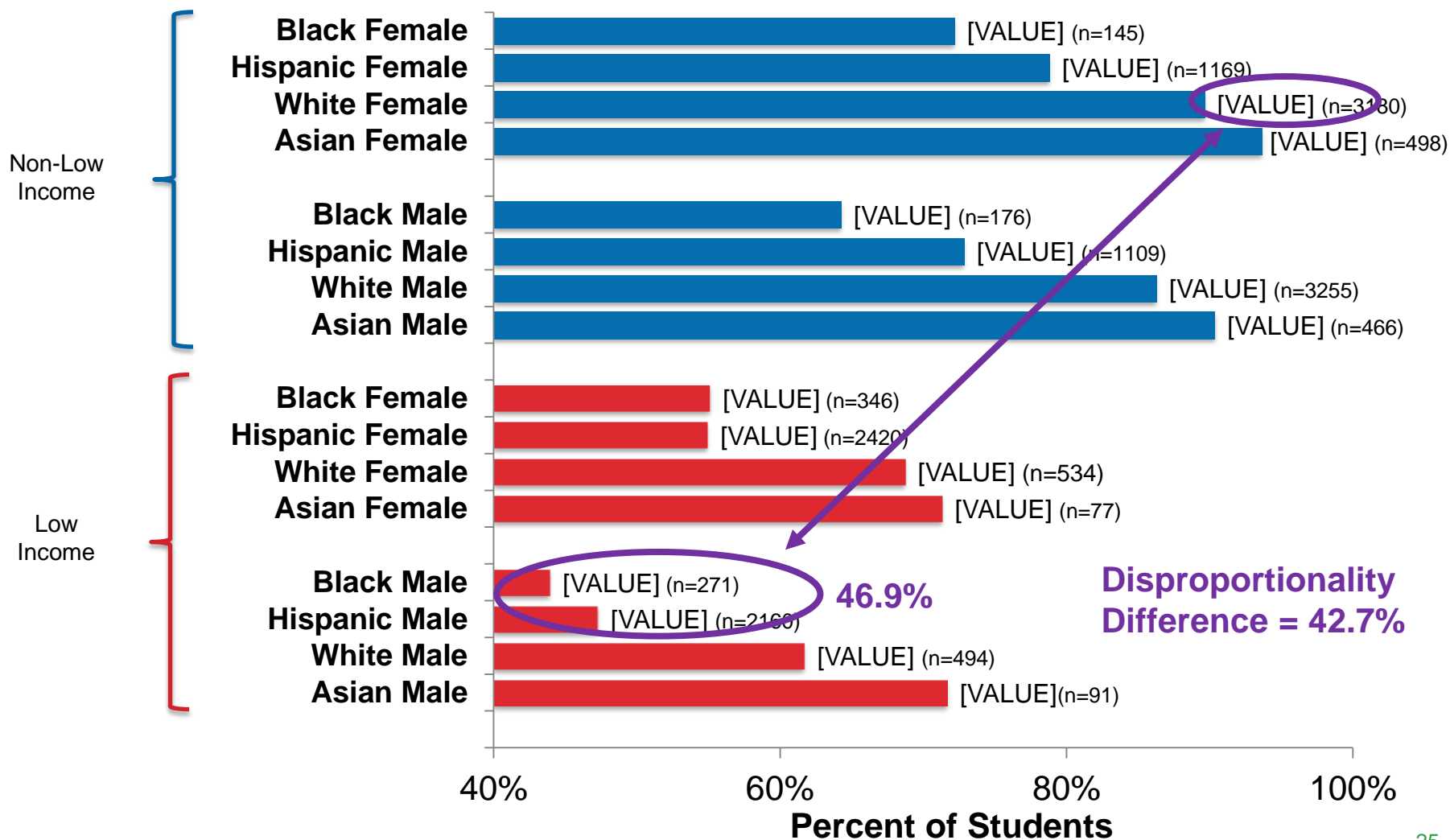
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- B. Which schools are bright spots across the region?



For each focus metric for each committee...

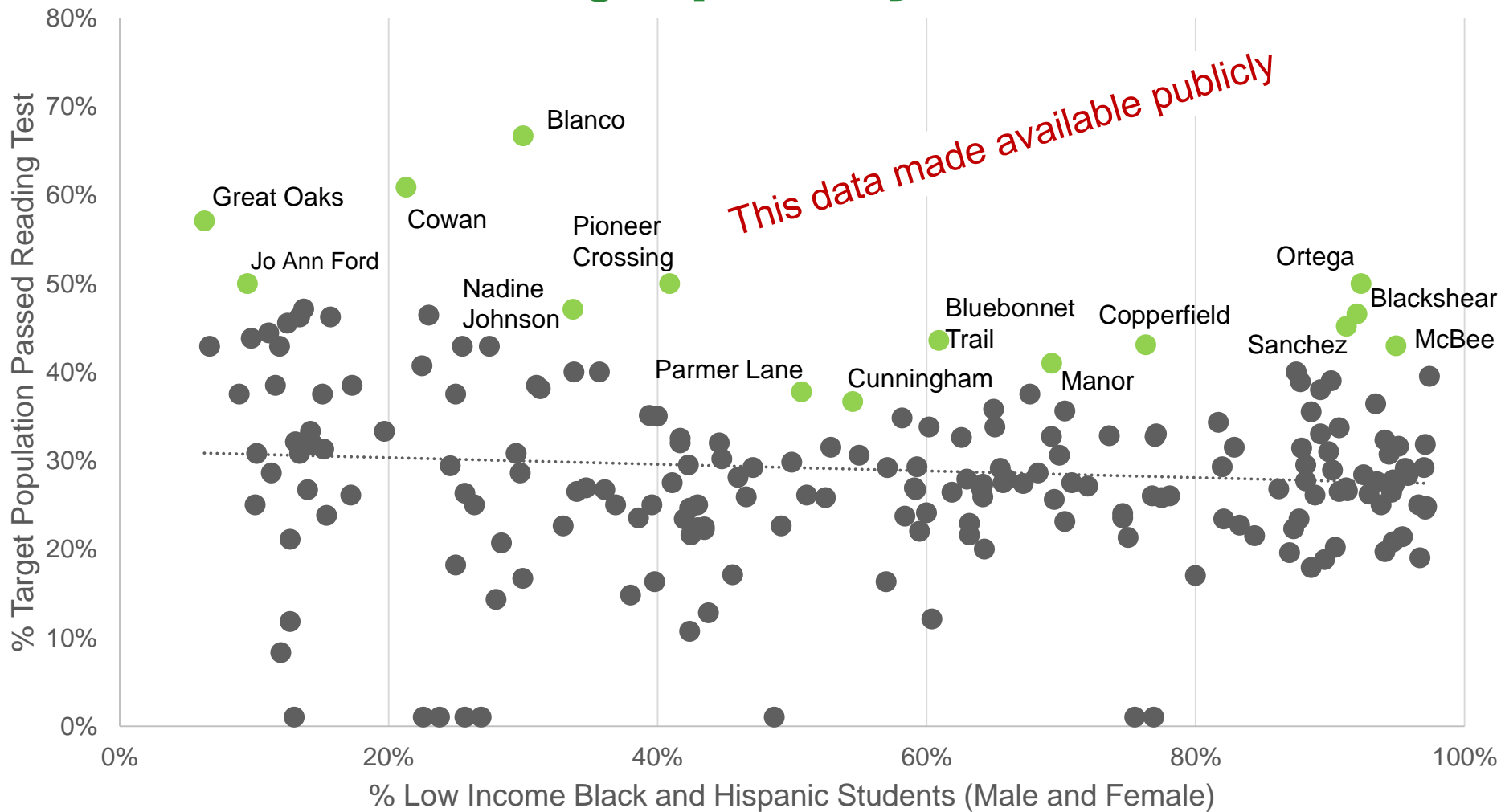
Reading STAAR Exam Passing Rate

Grade 3, Spring 2015



Grade 3 Reading Test Passing Rate

Bright Spots Analysis



*Excluding all Juvenile Justice-focused schools and schools with <10% target population

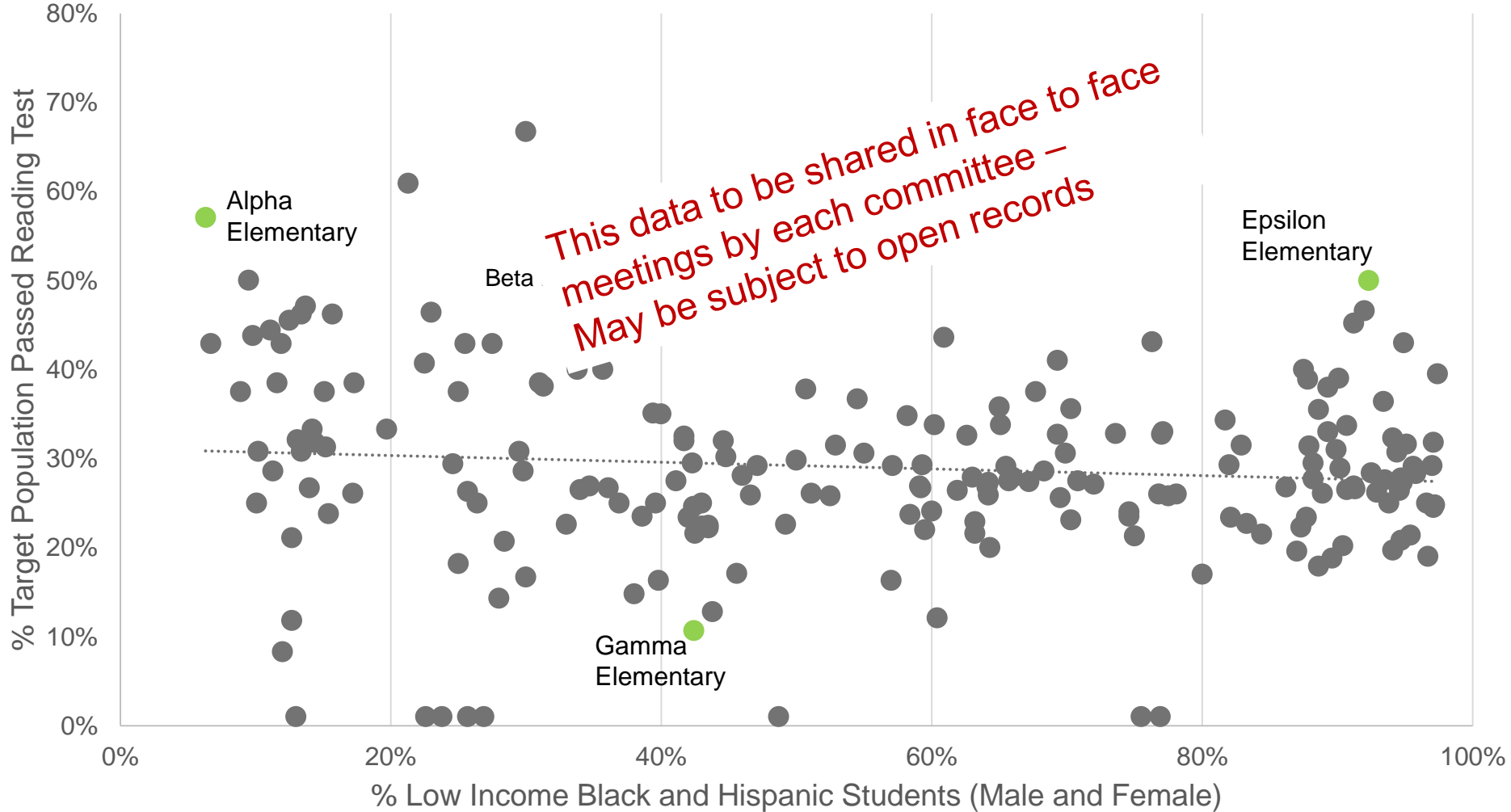
Number of Students per Campus

Grade 3 Reading Bright Spot Schools, 2014-2015

School Name	District	# of 3rd graders	# Low Income Black and Hispanic Students	# Target Population that Passed Grade 3 Reading
Great Oaks	Round Rock ISD	111	7	5
Jo Ann Ford	Georgetown ISD	84	8	5
Cowan	Austin ISD	108	23	14
Blanco	Blanco ISD	70	21	14
Nadine Johnson	Hutto ISD	101	34	48
Pioneer Crossing	Manor ISD	93	38	19
Parmer Lane	Pflugerville ISD	73	37	14
Cunningham	Austin ISD	55	30	11
Bluebonnet Trail	Manor ISD	64	39	17
Manor	Manor ISD	88	61	25
Copperfield	Pflugerville ISD	76	58	25
Sanchez	Austin ISD	57	52	14
Blackshear	Austin ISD	34	31	14
Ortega	Austin ISD	39	36	18
McBee	Austin ISD	98	93	42

Grade 3 Reading Test Passing Rate

Bright Spots Analysis – Example ISD



CONFIDENTIAL- DRAFT IN PROCESS

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Next Steps for Committees

1. Review landscape of efforts to build on associated with chosen metrics
2. Overlay qualitative data (the **why?**) to understand Bright Spots, plan for regional change in target metrics
3. Meet with partner districts to share analysis and build action plans to address improvements in target metrics school by school (*confidential data to be shared separately*)
4. Build regional action plan to move the needle on target metrics

Eliminating the Gap Data Analysis Summary

- Powerful process to help MBK Committees use objective data to provide focus and move to action
 - Each committee started with list of potential metrics, focused on two, now armed with data context to be able to take action
 - By working with schools districts, higher ed, and community, can identify replicable practices to move the needle on each of these metrics
- *To improve outcomes for our young men of color!*

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The conclusions of this research do not necessarily reflect the opinions or official position of the Texas Education Agency, the Texas Higher Education Coordinating Board, or the State of Texas.

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Thank You!

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