

Males of Color Initiatives in America's Great City Schools: Developing Data Tracking Systems

Follow Through on the Pledge: As of January 15, 2016

COUNCIL OF THE GREAT CITY SCHOOLS

Males of Color Initiatives in America's Great City Schools
By the
Council of the Great City Schools

City School System	Developed Data Systems for Tracking (3)
Anchorage	<p>Specific and detailed data from the 2014-15 school year on each pledge element will serve as the baseline for district efforts and progress.</p> <p style="text-align: center;">The district's academic services department will provide quarterly updates on progress.</p> <p style="text-align: center;">Continue data collection through RTI and SEL programming.</p>
Atlanta	Ensure dashboards include data on attendance, test scores, behavior, grades, and course completion—and disaggregate by race and gender.
Broward County	Developing district oversight mechanisms for data collection and to monitor school practices. ¹
Cincinnati	Data on all M.O.R.E. club participants is entered into data system and tracks progress of students on grades, attendance, tardy rate, disciplinary referrals, reading, math, social studies, science, GPA, failing courses, and ACT and SAT scores. Data are reviewed quarterly. Data show that program participants have better outcomes.
Clark County (Las Vegas)	<p>Beginning stages of implementing a Data Dashboard to strategically track students of color (Credit sufficiency, counselor contacts, hard and soft expulsions, and other discipline data.</p> <p style="text-align: center;">Transparent gap data by school and Performance Zone posted online.</p>
Cleveland	<p style="text-align: center;">Monitor progress of Males of Color and appropriately intervene at earliest signs.</p> <p style="text-align: center;">Use NWEA, RIMPS (grades 1-3), on-track cohorts (grades 9-12), credit recovery, OGT prep, active counseling, blended learning, and intervention courses.</p>
Denver	Conduct opportunity quartile study to identify groups for intervention and targeted investment.

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District of Columbia	Developed Equity Scorecard with measures that all schools will use to compare student performance. Measures include student proficiency, AP enrollment and performance, graduation rates, suspension rates, attendance, and student satisfaction.
Duval County	Developed modern, integrated early-warning tracking system (Performance Matters) to ensure all students on-track for graduation. Tracks attendance, suspensions, grade, and state test results. Allows teachers to follow students if they change schools.
El Paso	Data tracking system is in development.
Fort Worth	Developed a Principal Daily Dashboard that automates and tracks grades, attendance, discipline, safety measures, and teacher attendance for each campus that can drill down to specific student groups and students.
Hillsborough County	<p>Use early warning system to monitor RTI/MTSS implementation and effects.</p> <p>Provide additional training on the use of the early warning system.</p> <p>Initiate cross-divisional meetings to better monitor outcomes and needed supports in schools.</p>
Houston	<p>Will determine baseline performance criteria and set measurable targets to meet goals.</p> <p>Will establish an early warning and intervention system that will prevent academic and disciplinary challenges from deteriorating into irreversible negative outcomes.</p> <p>Will set up an evaluation framework to assess effectiveness of the initiative.</p>
Indianapolis	Are developing with the task force measures of high school graduation, out-of-school suspensions, attendance rates, behavioral issues, employment status of African American males ages 16-24, risk of referral to juvenile court, percentage of African American males returning to IDOC within 12 months, and deaths by homicide among African American males ages 15-25
Kansas City	Created data dashboard to monitor progress of Males of Color on pledge elements and provide support. Metrics include graduation, attendance, college and career readiness, suspensions, expulsions, special education classifications, AP, and G/T

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Louisville	<p>Establish dashboard to monitor the grades, attendance, behavior, and performance of students of color.</p> <p>Design interventions to “catch” students that are falling behind.</p> <p>Present quarterly reports on each element of the pledge on Males of Color</p>
Miami-Dade County	<p>Establish a data base to monitor diversity, equity, and access to educational practices for Males of Color—“District Data Tracking Dashboard.”</p> <p>Monitor performance of Males of Color to identify student needs in the areas of attendance, suspensions, and mobility—and provide needed interventions.</p>
Orange County	<p>Collaborated with associate superintendent of accountability, research, and assessment to develop protocol to disseminate data regularly.</p> <p>Gathered team to discuss the data and establish timelines.</p> <p>Meet with principals at all grade levels to establish intervention procedures based on early warning data</p> <p>Implement protocols for monitoring data and intervening with students not on track.</p> <p>Execute appropriate interventions.</p>
Palm Beach County	<p>Created data dashboard to monitor progress of males of color. Metrics include graduation, attendance, college and career readiness, suspensions, and expulsions.</p>

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Portland	<p>Will disaggregate all data on superintendent's priorities by race, gender, and language.</p> <p>Designate staff from the Strategic Planning and Performance department whose primary focus is on data.</p> <p>Implement Early response System to identify students at risk and take appropriate action by NAME. (Indicators include attendance, behavior, and achievement.)</p> <p>Conduct case studies of schools with high achievement among African American students.</p> <p>Disaggregate school climate data by race and gender to ascertain student experiences.</p> <p>Track culturally relevant interventions that Black, Latino, Native American, and Pacific Islander students receive from staff and contractors.</p>
Providence	<p>Compile a comprehensive, disaggregated data set on Males of Color to better understand and measure academic status, progress, and social/emotional development.</p> <p>Develop a set of key indicators of student outcomes on academic achievement, graduation rates, dropout rates, AP participation, FAFSA completion, pre-k enrollment, attendance data, discipline referrals, special education placements, and other.</p> <p>Will establish goals and targets in each area and monitor progress.</p>
Sacramento	<p>Developing Data Dashboards to address Chronic Absence, Discipline and Academic Performance.</p>

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San Francisco	<p>Convened staff team to evaluate African American student outcomes districtwide</p> <p>Launched African American Internal Oversight Committee to monitor a cohort of elementary and middle schools with African American students as a focal population</p> <p>Identified academic, behavioral, culture and climate, and demographic measures to monitor acceleration of African American student achievement</p> <p>Developed CORF and BASIS data systems for tracking student referrals and behavioral interventions implemented at school sites, to reduce disproportionality of African American suspensions and expulsions</p> <p>Rolled out <i>Illuminate</i> data system districtwide which allows for more flexible analysis of school level and student level data</p>
Toledo	EWS, PBIS, Safe schools ordinance, mental health intervention.