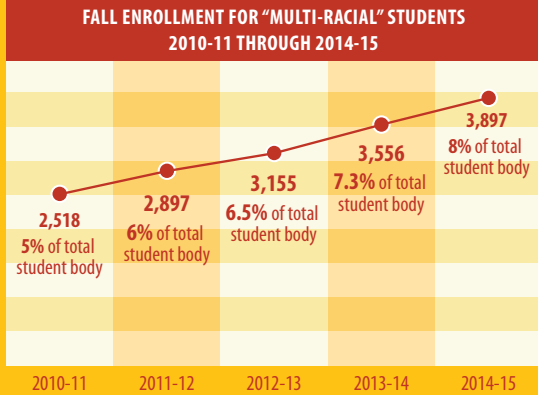




RESEARCH BRIEF:

“Multi-Racial”<sup>1</sup> Students at a Glance

HIGHLIGHTS



“Multi-Racial” students are a growing component of the PPS student body. Numbers and percentages of “Multi-Racial” students have risen steadily over the past 5 years to the current 8%.

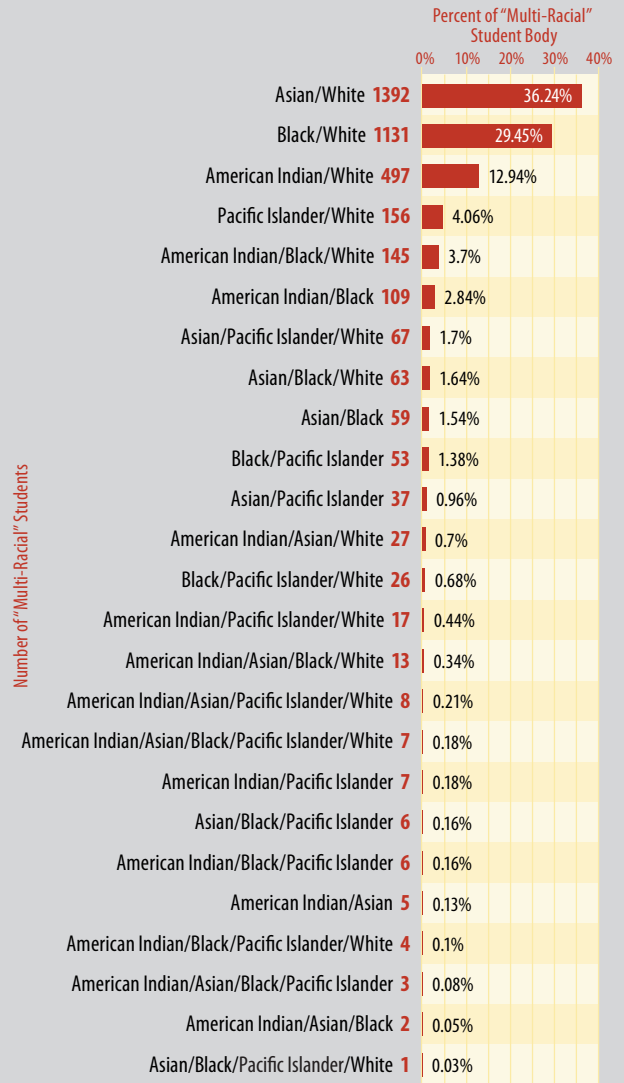
The “Multi-Racial” designation hides an achievement gap, between students with Asian and White ancestry and those with Historically Underserved<sup>2</sup> ancestry, that is greater than most achievement gaps recognized between conventional racial groupings.

“Multi-Racial” students with Historically Underserved ancestry have some of the lowest reading scores and graduation rates. They also experience high rates of exclusionary discipline. These trends are magnified for the male population, in particular.

Students and families do not have a choice of whether to identify themselves as “Multi-Racial,” and in many cases may be unaware that they are being so reported.

**Recommendations:** Two alternative methods of reporting “Multi-Racial” students are presented, along with considerations for further research.

CONTEXT



Number of “Multi-Racial” Students

- The number and proportion of “Multi-Racial” students in PPS has increased steadily over the last 5 years, from 5% in 2010-11 to 8% in 2014-15.
- 1 Per federal and state reporting guidelines, students are reported as “Multi-Racial” if their registration form states that they are not Hispanic/Latino, and identifies them as any two or more of American Indian/Alaskan Native, Asian, Black/African American, Native Hawaiian/Pacific Islander or White.
- 2 Historically Underserved races include American Indian/Alaskan Native, Black, Native Hawaiian/Pacific Islander, and Hispanic/Latino. However, students who report Hispanic/Latino ancestry are never reported as “Multi-Racial.”
- Students reported as “Multi-Racial” claim many different combinations of ancestries. There is no shared racial self-perception within this group.
- While there is no majority combination within this group, the “Asian/ White” and “Black/White” are the two largest categories.
- Students with American Indian/Alaskan Native ancestry are more likely to be captured in the “Multi-Racial” category than are other racial groups.

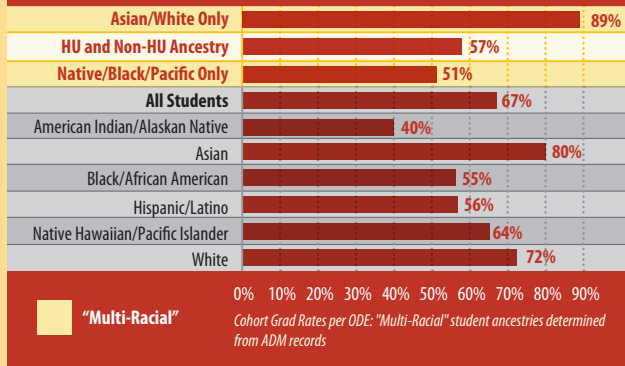


RESEARCH BRIEF:

# "Multi-Racial" Students at a Glance

## GRADUATION RATES

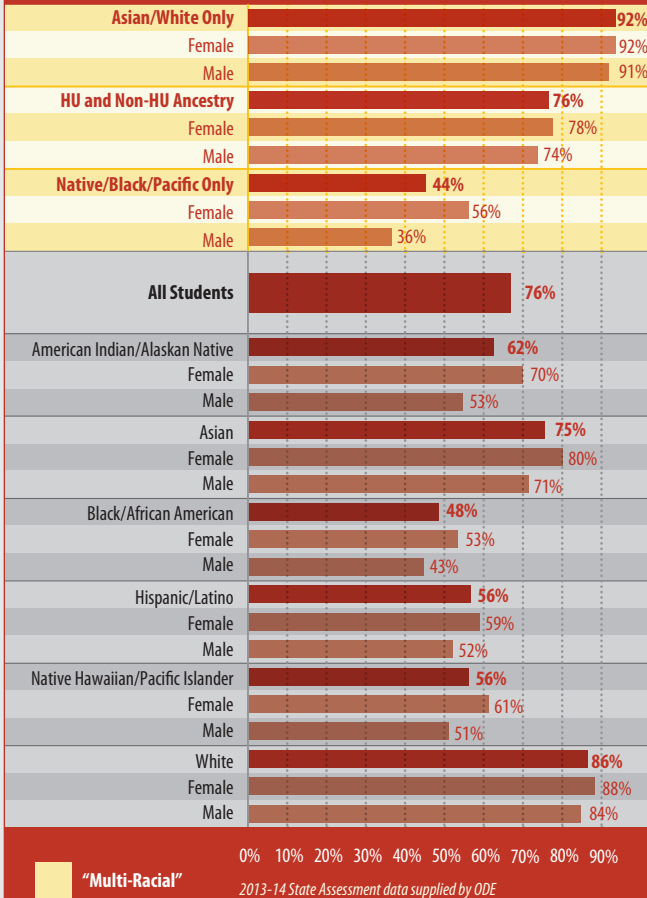
### 4-YEAR COHORT GRADUATION RATES 2011-12, 2012-13, 2013-14 COMBINED, BY RACE, "MULTI-RACIAL" ANCESTRY



- The graduation achievement gap within the "Multi-Racial" group is 38 percentage points.
  - Specifically, students who identify as some combination of American Indian/Alaskan Native, Black or Pacific Islander have a graduation rate of 51%.
  - Asian/White only students have a graduation rate of 89%.

## READING ACHIEVEMENT

### 2013-14 PERCENT MEETING READING BENCHMARK ON STATE ASSESSMENT, BY RACE, "MULTI-RACIAL" ANCESTRY

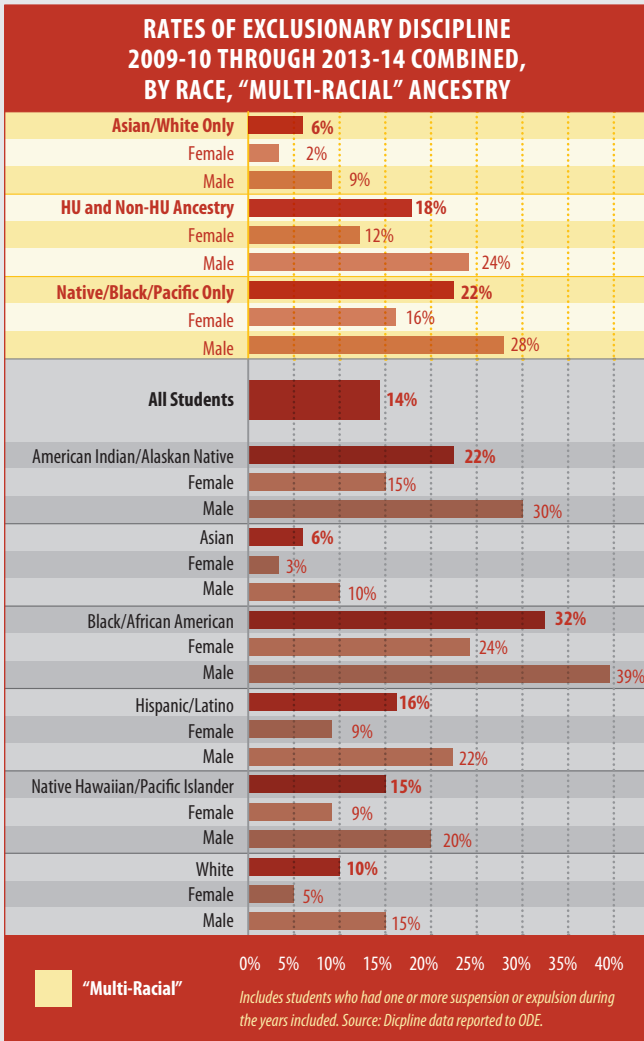


- Asian/White students meet the Reading benchmark at a higher rate than any single-race group.
- Students with only Historically Underserved ancestry meet the Reading benchmark at a lower rate than any single-race group.
- The achievement gap within "Multi-Racial" is greater than any gap among single-race groups.
- The gender gap for Asian/White students is the smallest gender gap of any racial category. Male Asian/White students do not significantly underperform compared to female Asian/White students.



**EXCLUSIONARY DISCIPLINE**

**RECOMMENDATIONS FOR ALTERNATIVE REPORTING:**



- Asian/White students are excluded at a rate comparable to Asian students, the least excluded single-race group.
- Students with only Historically Underserved ancestry are excluded at a rate comparable to American Indian/Alaskan Native students, the second-most excluded single-race group.
- The gender gap is most significant in the Black/African and American Indian/Alaskan Native populations followed closely by Hispanic/Latino.

Race/ Ethnicity	Conventional View			"Inclusive" View			"Unpacked" View		
	Cohort	Grads	Grad Rate	Cohort	Grads	Grad Rate	Cohort	Grads	Grad Rate
American Indian/Alaskan Native	57	27	47%	131	65	50%	57	27	47%
Asian	315	258	82%	381	314	82%	315	258	82%
Black/African American	425	257	60%	517	308	60%	425	257	60%
Hispanic/Latino	465	260	56%	465	260	56%	465	260	56%
<b>“Multi-Racial”</b>	<b>198</b>	<b>131</b>	<b>66%</b>				<b>198</b>	<b>131</b>	<b>66%</b>
Asian/White							54	50	93%
Both HU and Non-HU Ancestry							124	68	55%
HU Ancestry Only							20	13	65%
Native Hawaiian/Pacific Islander	34	25	74%	54	36	67%	34	25	74%
White	1824	1378	76%	1997	1493	75%	1824	1378	76%
District Totals									
<b>Total</b>	<b>3318</b>	<b>2336</b>	<b>70%</b>	<b>3318</b>	<b>2336</b>	<b>70%</b>	<b>3318</b>	<b>2336</b>	<b>70%</b>
Historically Underserved Race	981	25	58%				1125	650	58%
Not Historically Underserved Race	2337	1767	76%				2193	1686	77%

Totals for each row in this view sum to more than districtwide total. The “Multi-Racial” row is the sum of the three rows below it.

**Example using 2013-14 4-year cohort graduation rates**

- “Inclusive” reporting: “Multi-Racial” students are represented in each category of ancestry they report. This presents a more inclusive picture of each group, but means that totals across groups are no longer valid, as they will count “Multi-Racial” students more than once.
- “Unpacked” reporting: “Multi-Racial” is maintained as a separate category, but with additional rows to show different categories by ancestry.
- “Unpacked” Historically Underserved/Not Historically Underserved: When reporting is disaggregated by Historically Underserved vs. Not Historically Underserved, only Asian/White Multi-Racial students should be included in Not Historically Underserved. Students with any Historically Underserved ancestry should be included in Historically Underserved.

**CONSIDERATIONS FOR FURTHER RESEARCH**

Hispanic/Latino students are required to identify a race (American Indian/Alaskan Native, Black/African American, Native Hawaiian/Pacific Islander or White) in addition to their Hispanic/Latino identity. Do these additional identifications reflect characteristics that impact student education and outcomes?