



Response/Action Required

January 10, 2020

To: Elementary, Middle, and High School Principals
From: Cathy Woods and Chad Golden
Regarding: Course, Program, and Discipline Analysis

Background

Per WAC 392-190-010, school districts must determine whether a substantially disproportionate number of students in a protected class are enrolled (or not enrolled) in a course or program. Where a school district finds that a course or program contains a substantially disproportionate number of students who are members of any one of the categories identified, the district must take prompt action to ensure that the disproportion is not the result of discrimination.

Each school district must ensure that no student is denied or limited in their ability to participate in or benefit from its course offerings on the basis of sex, race, creed, religion, color, national origin, veteran or military status, sexual orientation, gender expression, gender identity, disability, or the use of a trained dog guide or service animal.

During the 2018-19 Consolidated Program Review (CPR) process, the district was provided feedback that more evidence was needed to substantiate that schools were at least annually reviewing course and program enrollment and exclusionary discipline to determine whether any disparities exist based on race, sex, English learner status, and disability. In addition to analysis, schools must provide evidence that corrective action/strategies are developed to eliminate disparities.

Principals will receive more information, including data and protocol materials, for this required action at the January 13 Regional Meeting.

Required Action:

Convene an analysis session between January 15 and February 28, using the analysis protocol. Elementary and middle schools will need to complete two protocols. High Schools will complete one protocol. The ongoing work with AP Equal Opportunity Schools meets the need for the advanced courses protocol at the high school level:

- Elementary schools:
 1. Highly capable program enrollment data
 2. Student exclusionary discipline data
- Middle schools:
 1. Advanced course enrollment data
 2. Student exclusionary discipline data
- High schools:
 1. Student exclusionary discipline data

Approved for Distribution:



Jeanne Willard

Using the Analysis Protocol

A general course/program enrollment and discipline analysis protocol has been developed to help principals lead this process at their respective school. The protocol components include guidance on the following:

1. Organizing a local team: typically, this will include members of the school leadership team (principal, teacher leaders, counselor, school psychologist, etc.)
2. Listing all programs that will be identified using this protocol. Note that the protocol is designed to be used for one area at a time (e.g., the school is analyzing discipline data OR highly capable/advance course enrollment, but not both in the same protocol).
3. Conducting data analysis to identify disparities
4. Determining if any additional data is necessary
5. Determining whether there are any additional findings
6. For each disparity issue, identifying causes and root causes
7. For each root cause, identifying corrective action/strategies to eliminate disparities
8. Developing an implementation plan (Note: key strategies might already be included in school improvement plans (SIPs) or should be included in the SIP.

Data basis

Each school will be provided disaggregated data relative to these areas of analysis during the regional meeting on January 13. These are titled **Disproportionality Worksheets** and are designed to be used alongside the analysis protocol.

Send completed analysis protocol(s) to Chad Golden and Cathy Woods by March 2, 2020.

Contact us

Please contact the following individuals with specific questions or if in need of consultation during the analysis session.

Student discipline:
Highly Capable (Elementary School):
Advanced course enrollment (Middle School):
AP enrollment (High School):
Questions about the reports themselves:

Catherine Matthews
Becky Ballbach
Dana Riley Black
Cathy Woods
Senja Yakovleff