



LOWELL

PROTOCOL

## Course / Program Enrollment & Discipline: Analysis

### Analysis Overview: WAC 392-190-010

In reviewing its data, the school district must determine whether a substantially disproportionate number of students in a protected class are enrolled (or not enrolled) in a particular course or program. Where a school district finds that a particular 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, including in:

- (a) The identification and selection of students;
- (b) Course and program enrollment criteria;
- (c) Tests and appraisal instruments;
- (d) Academic, career, and vocational guidance materials;
- (e) Work/study programs and opportunities;
- (f) Educational scheduling or placement; and
- (g) Other factors related to course and program enrollment.

HIGHLY CAPABLE

### Convene a Team: Identifying Potential Disparities

1. Organize a team and establish team member duties. Common team members include: principals, teacher leaders, counselor or school psychologist, etc. Disaggregated data will be provided centrally, and district staff will be available for consultation.

Staff members included in analysis:

Foster, Samuels, Janke, Connor, Petloff, Chandler, McPartland, Shaver, Armstrong, Raymond, Khan - Colhoun

2. List all programs (or discipline areas) reviewed, but analyze one area at a time with this protocol (e.g., elementary highly capable program enrollment OR middle school advanced courses OR elementary school exclusionary discipline (suspensions, expulsions)).

## ★ HIGHLY CAPABLE

3. Conduct data analysis to note all preliminary findings and identified disparity issues. Examine and discuss the data; look objectively for patterns, trends, and variability; and brainstorm. Note preliminary findings. E.g., Hispanic students comprise 21% of our student body, but only represent 11% our highly capable students.

Preliminary findings:

• 3 students only identified, not enough in data set  
• All white students

4. Determine if any additional data (qualitative or quantitative) are needed to answer questions raised by the preliminary findings. If so, where are these data located? For example, ways students learn about advanced courses at the secondary level; ways students are appraised of school expectations; tools used to communicate highly capable program specifications

Additional data needed?

In addition, We used OSEI report card data

Where will we get it? OSEI  
• District data sets.  
- Maybe a comparison of us vs. other schools  
- Maybe how many in other schools

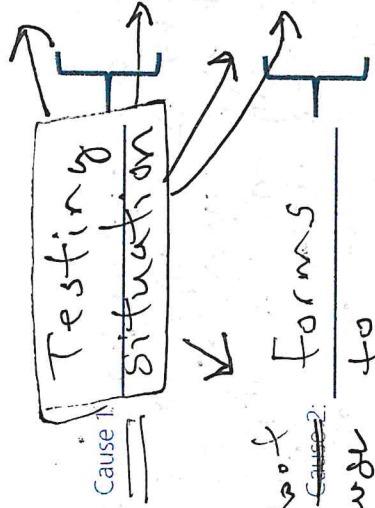
5. After discussing the preliminary findings and reviewing any additional data, are there any additional findings and disparity issues the school and district can identify?

No

6. For each disparity issue or finding, identify causes and root causes. Consider the systematic causes of disparities in course and program enrollment, and student discipline, and why they occur. Focus on one issue at a time. *Click red tab above for more information about identifying root causes.*

Examples

Issue 1  
 Not many in sample size



① Testing sessions very long  
 ② Testing on Saturday

Root Cause:

Root Cause:

Root Cause:

Root Cause:

③ Testing at another location other than our school  
 ④ Parents need to be able to reach forms with complete them  
 ⑤ Train portation to testing location  
 ⑥ Parents (students) comfort w/ uniform school

7. For each root cause, identify a corrective action to eliminate disparities. Focus corrective action on ways to dissolve the root rather than "patching up" a cause that yields disparities. In selecting a strategy, consider how the strategy will help, if the strategy is appropriate and feasible, and if it is supported by evidence-based research.

Example:

①

Root Cause:

Corrective Action:

Testing sessions very long  
 Break up testing over multiple shorter sessions



②

Root Cause:

Corrective Action:

Testing on a Saturday

Test during regular school days when students are already at school

③

Root Cause:

Corrective Action:

Testing at another location, not our school

Test at every home school, not another school

④

Root Cause:

Corrective Action:

Parents need to be able to read & form. HC

Someone get forms to parents in a format (situation where help would be available, as needed, to explain HC program and form - maybe a booth at another school event)

⑤ - transportation to testing - offer buses to pick up students - buses route to testing

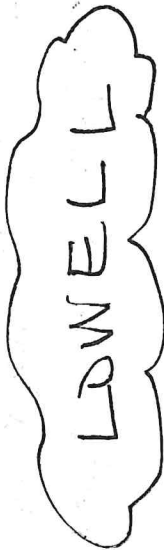
8. Develop an implementation plan. Establish measurement and evidence of success after making for corrective actions.

Discuss who will be responsible, the resources needed, evidence of implementation, a prompt timeline, how success will be monitored, and the intended result. These strategies might already exist in school improvement plans, or be added.

Solution #1 Move testing to home school during the school day - begin winter of 2021 testing. Make sure to test students in smaller chunks w/ breaks in between. Set up informational sessions and/or have a booth at another school event so as to inform parents. Offer bus transportation to HC testing if it remains at another school.

⑥ If test at another location:

explaining why and continuing admin to welcome students when the morning,



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EXCLUSIONARY  
DISCIPLINE



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2. List all programs (or discipline areas) reviewed, but analyze one area at a time with this protocol (e.g., elementary highly capable program enrollment OR middle school advanced courses OR elementary school exclusionary discipline (suspensions, expulsions).

## Exclusionary Discipline, Exclusionary Action

3. Conduct data analysis to note all preliminary findings and identified disparity issues. Examine and discuss the data; look objectively for patterns, trends, and variability; and brainstorm. Note preliminary findings. E.g., Hispanic students comprise 21% of our student body, but only represent 11% of our highly capable students.

Preliminary findings:

- More boys than girls disciplined - excluded
- Over represented in hispanic, white students
- SWD suspended - Only 6 students excluded.

4. Determine if any additional data (qualitative or quantitative) are needed to answer questions raised by the preliminary findings. If so, where are these data located? For example, ways students learn about advanced courses at the secondary level; ways students are apprised of school expectations; tools used to communicate highly capable program specifications

Additional data needed? We looked at OSPI report card data  
We looked at SWIS data

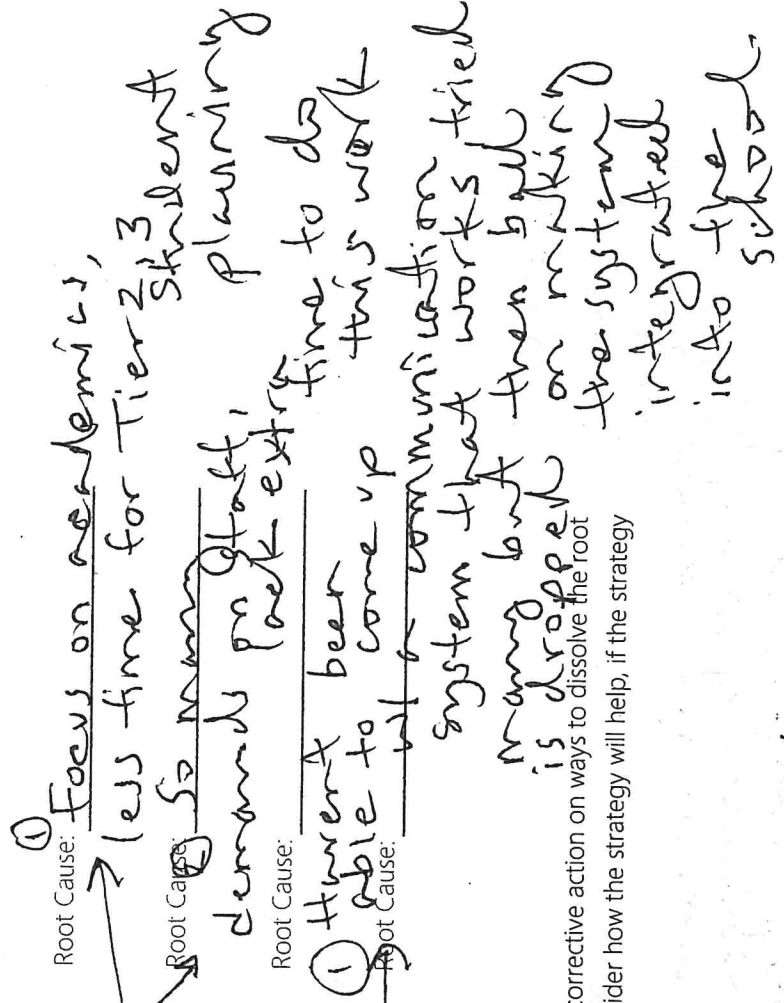
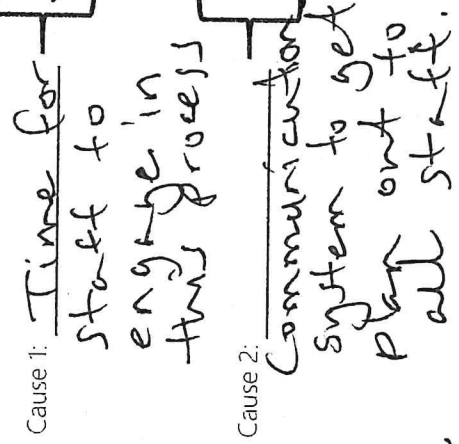
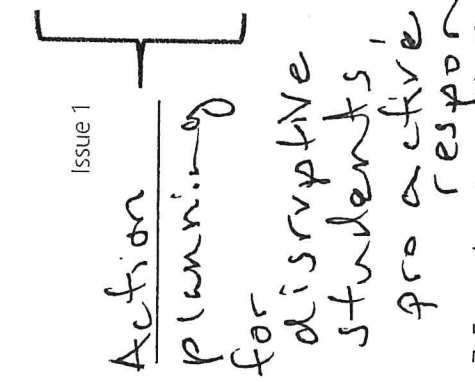
Where will we get it? OSPI, SWIS website

5. After discussing the preliminary findings and reviewing any additional data, are there any additional findings and disparity issues the school and district can identify?

- No, one LUT member noted - "Culture is overall very inclusionary." Not a lot of disparity; very low numbers for a school of 627 students.

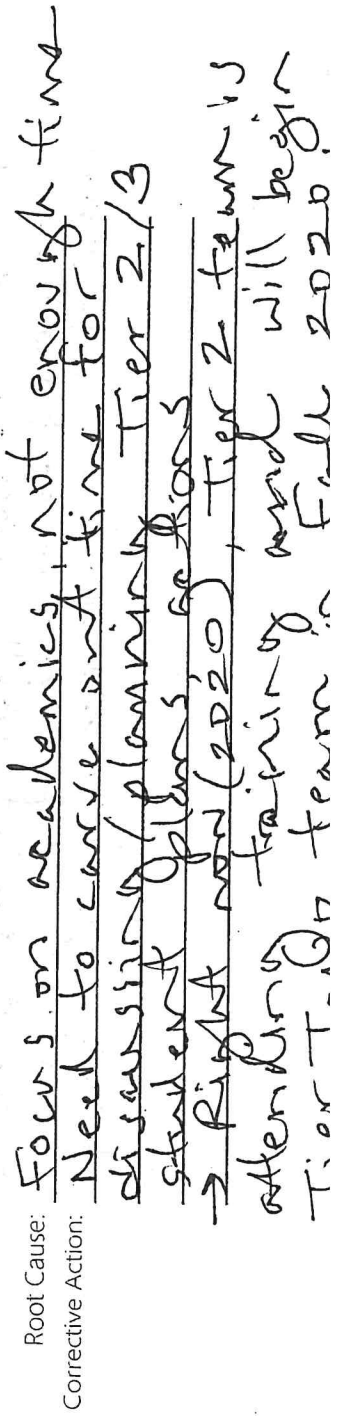
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Example:



7. For each root cause, identify a corrective action to eliminate disparities. Focus corrective action on ways to dissolve the root rather than "patching up" a cause that yields disparities. In selecting a strategy, consider how the strategy will help, if the strategy is appropriate and feasible, and if it is supported by evidence-based research.

Example:



Root Cause: Lack of communication system

Corrective Action: Fall of 2020 we are hopeful the district will have the Paraview dashboard up and running so we can record up student action plans in this system.

Root Cause:

Corrective Action:

Root Cause:

Corrective Action:

8. Develop an implementation plan. Establish measurement and evidence of success after making for corrective actions. Discuss who will be responsible, the resources needed, evidence of implementation, a prompt timeline, how success will be monitored, and the intended result. These strategies might already exist in school improvement plans, or be added.

Action #1 - Implementation of Tier Two team in Fall 2020

Action #2 - Use of Paraview dashboard system to record and track student Tier 2/3 action plans.



Strategies to improve proportionality included in school improvement plans:

Tier two strategies learned at trainings:  
ex. Check in, check out, class pass, etc...

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#### Additional Resources

- Prohibiting Discrimination in Washington Public Schools: Counseling and Guidance Services, Office of the Superintendent of Public Instruction, Equity & Civil Rights Office (2012). Available online at: [www.k12.wa.us/Equity/ProhibitingDiscrimination.aspx](http://www.k12.wa.us/Equity/ProhibitingDiscrimination.aspx)
- The Guidance Counselor's Role in Ensuring Equal Educational Opportunity, U.S. Dept. of Edu. Office for Civil Rights (1991). Available online at: [www2.ed.gov/about/offices/list/ocr/docs/hq43ef.html](http://www2.ed.gov/about/offices/list/ocr/docs/hq43ef.html)
- Guidance on the Voluntary Use of Race to Achieve Diversity and Avoid Racial Isolation in the Elementary and Secondary Schools, U.S. Dept. of Justice & U.S. Dept. of Edu. (1991). Available online at: [www2.ed.gov/about/offices/list/ocr/docs/guidance-ese-201111.pdf](http://www2.ed.gov/about/offices/list/ocr/docs/guidance-ese-201111.pdf)
- Dear Colleague Letter: Title VI Access to AP Courses, U.S. Dept. of Edu. Office for Civil Rights (2008). Available online at: [www2.ed.gov/about/offices/list/ocr/letters/colleague-20080522.html](http://www2.ed.gov/about/offices/list/ocr/letters/colleague-20080522.html)
- Dear Colleague Letter: Access by Students with Disabilities to Accelerated Programs, U.S. Dept. of Edu. Office for Civil Rights (2007). Available online at: [www2.ed.gov/about/offices/list/ocr/letters/colleague-20071226.html](http://www2.ed.gov/about/offices/list/ocr/letters/colleague-20071226.html)
- Encouraging Girls in Math and Science: Institute of Education Sciences Practice Guide, U.S. Dept. of Edu. (2007). Available online at: [http://ies.ed.gov/hcee/wwc/pdf/practice\\_guides/20072003.pdf](http://ies.ed.gov/hcee/wwc/pdf/practice_guides/20072003.pdf)
- Civil Rights Data Collection: College & Career Readiness, U.S. Dept. of Edu. (2011). Available online at: <http://ocrdata.ed.gov>
- CTE Clearinghouse: Recruitment and Retention of Students to Non-Traditional Fields, Association for Career and Technical Education. Available online at: <https://www.actonline.org/general.aspx?id=1681#.V8obhmxTFPY>



Strategies to improve proportionality included in school improvement plans:

- Wider and more intentional information giving regarding HC testing
- Possible recruitment of more diverse students to participate in HC testing.

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  - The Guidance Counselor's Role in Ensuring Equal Educational Opportunity, U.S. Dept. of Edu. Office for Civil Rights (1991). Available online at: [www2.ed.gov/about/offices/list/ocr/docs/hq43ef.html](http://www2.ed.gov/about/offices/list/ocr/docs/hq43ef.html)
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