

COURSE/PROGRAM HIGHLY CAPABLE: ANALYSIS
CEDAR WOOD ELEMENTARY
2020

1. Organize a team and establish team member duties.

Staff members included in analysis:

Bruce Rhodes, Principal; Clinton Parker, Assistant Principal

2. List all Highly Capable Enrollment reviewed by analyze one are at a time with this protocol
 - We look at the data district wide as well as looking at our Cedar Wood Data for enrollment and proportionality
 - Looked at male vs. female enrollment
 - Looked at our special programs
 - Looked at our ethnicity and race

Highly Capable Program and Enrollment

3. Conduct data analysis to note all preliminary findings and identified disparity issues.
 - Females are overrepresented and males are underrepresented
 - EL students are overrepresented by 3.6 %. 13.4% is our EL population of the school. The majority of our student that qualify are Asian and many are EL students
 - FRL are underrepresented by 3.0 %; 7.6% is our population of our school
 - Overrepresented groups include
 - Asians (11.9%) School population 41.9%
 - Underrepresented groups include:
 - Blacks (-0.8%) total population in school is 2.4%
 - White (-16.1%) 40.7% of total population
 - Special Programs:
 - 504 students are underrepresented 0.9%
 - Students with disabilities - underrepresented 8.9%
 - Free and reduced lunch underrepresented 3.0%
4. Determine if any additional data (qualitative or quantitative) are needed to answer questions raised by preliminary findings. If so, where are these data located?
 - a. Additional data needed?
 - Who was invited and why they declined
 - Male and Female
 - Reasons why?
 - Teacher request vs. parent decline

- b. Where will we get it?
Becky Ballbach

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?

We had some questions that we raised as we looked at the data:

- Is there a cultural component to the data where there may be a push to identify more female students than male students?
- Is part of our overrepresentation due to the competitive nature of different cultures to see education by certain cultural groups?
- Is there a difference between introverts and extroverts?
- Is there a difference between student cognitive abilities to qualify vs. academic ability?

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 area at a time.

Issue 1: Overrepresentation of Asians students qualifying	Cause 1: Competitive nature of ethnicity	Root Cause: Value education Root Cause: Cultural piece
Issue 2: Overrepresentation of EL Students	Cause 1: Many of our Asian Students are EL Students	Root Cause: Coming from different countries to USA Root Cause: Possible dual language students perform better based in evidence
Issue 2: Underrepresentation of White Students	Cause 2: Parents optioning out of HC	Root Cause: Parents want well balanced students (social emotional and academics) Root Cause

7. For each root cause, identify a corrective action to eliminate disparities. Focus correction 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.

Root Cause: Possible cultural component to more Asian students being qualified	Corrective Action: Discussions with families
Root Cause: Well balanced students vs. highly academic students	Corrective Action: Conversation with families regarding the value of a balanced elementary school life for students.
Root Cause: Many of our HC students come from other countries	Corrective Action: See if dual language is part of the mix that makes these students qualifying for HC