

**COURSE/PROGRAM ENROLLMENT & DISCIPLINE: ANALYSIS
CEDAR WOOD ELEMENTARY
2020**

1. Organize a team and establish team member duties.

Staff members included in analysis:

Bruce Rhodes, Principal; Clinton Parker, Asst. Principal

2. List all discipline areas reviewed by analyze one area at a time with this protocol
 - Exclusionary Discipline Data-In School Suspension (1)
 - Overrepresentation of Student with Disabilities and Free and Reduce Lunch, Hispanic Male
 - Exclusionary Discipline Data-Out of School Suspensions (9)
 - Overrepresentation: Males (9); SWD (9); Free and Reduced(9) and EL(1)
 - Overrepresentation: Black, Hispanic and Two or more Races
3. Conduct data analysis to note all preliminary findings and identified disparity issues.
 - Males are over represented in the findings while females are underrepresented
 - Students that were suspended were all special education students
 - Students of color were also created a disparity
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? N/A
 - b. Where will we get it? N/A
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?

All the students who were suspended were from our Achieve Program.
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: Out of school Suspension Overrepresented Males of color	Cause 1: Out of school suspensions for ACHIEVE students (7 of 9 were students of color)	Root Cause: Disruption of classroom Root Cause: Fighting and physical aggression
---	--	---

Issue 1: Students with disabilities are overrepresented in out of school suspensions. All 9 out of school suspensions were SWD	Cause 2: Not being able to use coping strategies in context.	Root Cause: Not using coping strategies Root Cause: Lack of adult to student ratio Root Cause: Students have behavioral disabilities
Issue 2: Support of staff in the ACHIEVE Classroom needed to be reset	Cause 2: Ineffective skills of the staff to engage students in meaningful and effective self regulation and academic learning	Root Cause: Ineffective teacher in providing consistent classroom environment Root Cause: Ineffective teacher in planning learning opportunities for staff.

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: Disruption of Class/Dangerous Behavior	Corrective Action: Use of restorative practices and intentional teaching of Zone of Regulations.
Root Cause: Fighting and Physical Aggression	Corrective Action: Use of restorative practices and intentional teaching of Zone of Regulations. Training and resources are needed to support these students from a systemic level.
Root Cause: Students not using coping strategies	Corrective Action: Provide additional supportive opportunities for students using Zone of Regulations and reteaching of expectations when students are elevated
Root Cause: Lack of adult to student ratio	Corrective Action: Work with special services to increase more adult to student ratio to support the needs of our special needs students on behavioral plans.
Root Cause: The training that we have given to staff needs to go deeper to impact student success. Staff	Corrective Action: Ensure that ongoing professional development for staff is a priority in our 2020-21 professional development calendar

needs to be trained with the behavior specialist.	
---	--