

Program & Discipline Analysis

1. **Goal of analysis protocol:** Annual review of 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

Hi-Cap- View Ridge Elementary School

1. **Staff members included in analysis:**

Hi-Cap team at View Ridge and Administration.

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 elementary school exclusionary discipline (suspensions, expulsions).

- Elementary Hi-Cap enrollment

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:

- Ten students (1.5% of student body) from View Ridge are enrolled in the Hi-cap program.
- There is equal distribution between male and female students.
- All students are white in ethnicity.

4. **Determining 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 are apprised of school expectations; tools used to communicate highly capable program specifications.

Additional data needed?

- There is no additional data needed.

Where will we get it?

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?

- There are no additional findings.

6. For each disparity issue or finding, identify causes and root causes. Consider the systematic causes of disparities in program enrollment and student discipline and why they occur. Focus on one issue at a time.

Example: Issue 1-> Cause 1 or Cause 2-> Root Cause 1, 2, 3, 4

- No other ethnic group is represented in the Hi-Cap program. The disparity could be in the assessment process as all 1st grade students are screened in early fall and parents are communicated with about the program and encourage to have students take the Hi-Cap Assessment. The Assessment is also offered on Saturday which could be scheduling conflicts for families.

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: Assessment offered on a Saturday for Hi-Cap program

Corrective Action: Possibly offer the Hi-Cap assessment during the school day.

Root Cause:

Corrective Action:

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.

Strategies to improve proportionality included in school improvement plans:
Every first-grade student is screened. There are information nights offered to diverse ethnic groups.

Discipline- View Ridge Elementary School

1. Staff members included in analysis:

The PBIS Tier 2 team.

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 elementary school exclusionary discipline (suspensions, expulsions).

- In School Exclusion of 4 students.
- Out of school Exclusion of 6 students.

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:

- Less than one percent of students have received in school exclusion.
- One percent of students have received out of school exclusion.

4. Determining 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 are apprised of school expectations; tools used to communicate highly capable program specifications.

Additional data needed?

No additional data is needed

Where will we get it?

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?**

There is no additional findings.

6. **For each disparity issue or finding, identify causes and root causes. Consider the systematic causes of disparities in program enrollment and student discipline and why they occur.** Focus on one issue at a time.

Example: Issue 1-> Cause 1 or Cause 2-> Root Cause 1, 2, 3, 4

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:

Corrective Action:

Root Cause:

Corrective Action:

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.

Strategies to improve proportionality included in school improvement plans:

Based on the low percentage of exclusionary data, View Ridge will continue to implement the PBIS model tier 1 and tier 2 interventions to support student behavior and learning. This program will be monitored by the PBIS team and school administration. The expected results are that View Ridge will continue to have low exclusionary actions for students.