



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.

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:

M. Takayoshi (Principal), J. Easthope (Asst. Principal), M. Simmons (School Psychologist), B. Youngberg

	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).			
	High School Exclusionary Discipline		Assumptions / predictions - Lower in Asian Americans, higher in males, higher representation on free and reduced lunch, EL, SPED, 504s. Underrepresented groups - white girls. Asian boys and girls	
	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:		Similar to predictions: Males were higher. SWD, EL and F&D were all high. Surprise: the disproportionality for black students was as high. Another surprise was how high it was for Hispanic students. Hispanic students are higher in both in school and out of school discipline. Hispanic students are almost 3% higher in out of school discipline. Highest in free and reduced lunch. Big difference with SWD in in school versus out of school. In school is much higher. Would have thought that there was more in school than out of school but out of school is larger.	
	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?		Broad groups. Can it be broken down even further? Interesting to see the action that resulted in the discipline? Is there a pattern? What is the difference between in school and out of school suspended students? Do students who serve in school also serve out of school or is this different groups? Need trend data over time. Would be interesting to assess middle school data? Of these students, how many have transferred them into this district? Does moving around contribute to behaviors? Would be interesting to compare to the state. With some of these discipline, how often is it a group of friends. What degree of free and reduced lunch factors in to the discipline? Look at not just exclusionary discipline but look at the minor behaviors as well. Are more hispanic kids getting minor referrals. How are schools helping to build out services? EL has grown so tremendously in our school. So with this population, what is the discipline? What level of EL students is this group? Level 1, 2, or 3. Newcomer EL or have been program a long time? How many of the students getting excluded from school have parents/guardians whrere English is not the first language. Grades for the group of students that are being excluded.		
Where will we get it?		Working closer with programs, specifically with categorical, special services, and assessment		
	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 discussed aligned disproportionality in academic classes and within failure/CDU rates.			
	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. <i>Click red tab above for more information about identifying root causes.</i>			

		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: Continue growth and improvement in MTSS intervention structure for CHS; building better data monitoring for trends, concerns, progress-monitoring (particularly with tier II); grow tier I utilization and grow tier II toolkit.		
										Additional Resources		
										<ul style="list-style-type: none">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		

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