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Analysis Overview: WAC 392-190-010

In reviewing its data, the school district must determine whether a substantially disproportionate number of students who are members of any one of the categories identified, the district must take prompt action.

- (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,

Staff members included in analysis:

Administrators and teachers on HILT.

2. List all programs (or discipline areas) reviewed, but analyze one area at a time with this protocol (e.g., element

Highly Capable

3. Conduct data analysis to note all preliminary findings and identified disparity issues. Examine and discuss the c
students.

Preliminary findings:

Hawthorne has 616 students total; 322 Males and 294 Female. Only two students qualified for the Highly capable program this year, and both were female. This creates a disproportionality of 1 student overrepresented (the female) and 1 underrepresented (the male). The data indicate that Hawthorne is underrepresented in SWD, EL, and FRL. Additionally, no ethnicities besides white and asian are participating in the program this year. Hawthorne has a diverse student body - 54.7% of students belong to groups other than white or asian.

4. Determine if any additional data (qualitative or quantitative) are needed to answer questions raised by the pre
communicate highly capable program specifications

Additional data needed?

It would be helpful to have data on the number of 1st grade students were screened in to participate in the HC testing. We would also like to analyze the number of 1st grade Hawthorne students that did not participate in the testing when they were screened in and invited to test. Additionally, data on the number of students grades 2-4 that were tested via parent request or teacher recommendation.

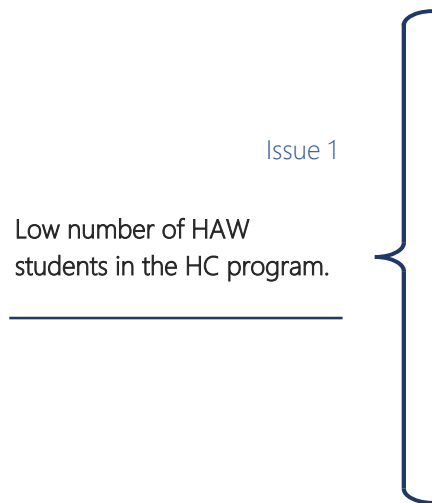
Where will we get it?

Director of Student Services, Becky Ballbach

5. After discussing the preliminary findings and reviewing any additional data, are there any additional findings .

Yes, more students of color
and EL and FRL need to be
identified to participate.

6. For each disparity issue or finding, identify causes and root causes. Consider the systematic causes of dispariti



7. For each root cause, identify a corrective action to eliminate disparities. Focus corrective action on ways to disseminate evidence-based research. Issue: Low number of HAW students in the HC program.

Cause 1: Low number of EL students in HC program. Root Cause: Low number of EL students screened to test. Focus on the HC benefits and their right, and therefore do not bring them to testing nor advocate for their inclusion. Root

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 exist in school improvement plans, or be added. Who will monitor? - Principal, Assistant Principal, office manage professional development in identifying and confronting bias. What is your evidence of implementation: Date of

Strategies to improve proportionality included in school improvement plans:

Additional Resources

- Prohibiting Discrimination in Washington Public Schools: Counseling and Guidance Services, Office of the Superi
- The Guidance Counselor's Role in Ensuring Equal Educational Opportunity, U.S. Dept. of Edu. Office for Civil Rig
- Guidance on the Voluntary Use of Race to Achieve Diversity and Avoid Racial Isolation in the Elementary and Se
- Dear Colleague Letter: Title VI Access to AP Courses, U.S. Dept. of Edu. Office for Civil Rights (2008). *Available on*
- Dear Colleague Letter: Access by Students with Disabilities to Accelerated Programs, U.S. Dept. of Edu. Office fo
- Encouraging Girls in Math and Science: Institute of Education Sciences Practice Guide, U.S. Dept. of Edu. (2007).

- Civil Rights Data Collection: College & Career Readiness, U.S. Dept. of Edu. (2011). *Available online at:* <http://ocrd>
- CTE Clearinghouse: Recruitment and Retention of Students to Non-Traditional Fields, Association for Career and

urse / Program Enrollment & Discipline: **Analysis**

dents in a protected class are enrolled (or not enrolled) in a particular course or program. Where a school district finds that a particular course
ion to ensure that the disproportion is not the result of discrimination, including in:

ders, counselor or school psychologist, etc. Disaggregated data will be provided centrally, and district staff will be available for consultation.

itary highly capable program enrollment OR middle school advanced courses OR elementary school exclusionary discipline (suspensions, exp

data; look objectively for patterns, trends, and variability; and brainstorm. Note preliminary findings. E.g., Hispanic students comprise 21% of

eliminary findings. If so, where are these data located? For example, ways students learn about advanced courses at the secondary level; wa

and disparity issues the school and district can identify?

ies 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*

Cause 1:

Low number of EL
students in HC
program.



Root Cause:

Root Cause:

Cause 2:

Low number of students
of color in Hc program



Root Cause:

Root Cause:

solve the root rather than "patching up" a cause that yields disparities. In selecting a strategy, consider how the strategy will help, if the strate

Root cause: Low number of EL students referred to test by parents and teachers. Cause 2: Low number of students of color in the HC progr
it cause: School staff do not advocate enough for students to participate because of biases.

Low number of EL students qualified by screen to HC test

Instructional coaches identify the EL students who have level 3 or 4
WELPA scores who can be considered for HC. Provide more exposure to
test items comparable to the HC testing, for those students.

Low number of EL students referred to test by parents and teachers

Increase parent education around highly capable program by holding
information sessions at the school, with interpreters available. Classroom
teachers encourage participation in HC program and testing by including
information about the program and the testing in their newsletters.

Parents do not have clear understanding of the HC benefits and their rights, and therefore do not bring them to testing nor advocate for their inclusion

Beginning early in the school year, increase parent education around highly capable program and its benefits to their child by holding information sessions at the school, with interpreters available. Classroom teachers encourage participation in HC program and testing by including information about the program and the testing in their newsletters.

School staff do not advocate enough for students to participate because of biases

Provide ongoing professional development on recognizing biases, especially biases tied to socioeconomic level, race, and EL status. Provide staff with professional development about the benefits of the HC program and testing. Follow up with families of students that have been invited to test for HC but did not attend, and offer a makeup test.

actions. Discuss who will be responsible, the resources needed, evidence of implementation, a prompt timeline, how success will be monitored and assistant, and family advocate. What resources are needed: Highly capable teacher to present professional development for staff, and of trainings and materials, copies of newsletters and fliers in a variety of languages, notes from instructional coaches meetings, sign in sheets for

intendent of Public Instruction, Equity & Civil Rights Office (2012). *Available online at:* www.k12.wa.us/Equity/ProhibitingDiscrimination.aspx

rights (1991). *Available online at:* www2.ed.gov/about/offices/list/ocr/docs/hq43ef.html

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

online at: www2.ed.gov/about/offices/list/ocr/letters/colleague-20080522.html.

or Civil Rights (2007). *Available online at:* www2.ed.gov/about/offices/list/ocr/letters/colleague-20071226.html

Available online at: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/20072003.pdf.

data.ed.gov.

Technical Education. *Available online at:* <https://www.actonline.org/general.aspx?id=1681#.V8obhmxTFPY>.

e or program contains a substantially disproportionate

ulsions).

f our student body, but only represent 11% our highly capable

ys students are apprised of school expectations; tools used to

information about identifying root causes.

Low number of EL students screened to test

Low number of EI students referred to test

Parents do not have clear understanding of the HC benefits and their rights, and therefore do not bring them to testing nor advocate for their inclusion.

School staff do not advocate enough for students to participate because of biases

ategy is appropriate and feasible, and if it is supported by

am. Root cause: Parents do not have clear understanding of

ed, and the intended result. These strategies might already
to present for families at events. Presenter to provide
om parent events.

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