



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:

Building leadership team, January 2020

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).

discipline

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.

For ISS, white males, SWD, and FRL lunch populations are overrepresented. For OSS white males are of concern.

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?

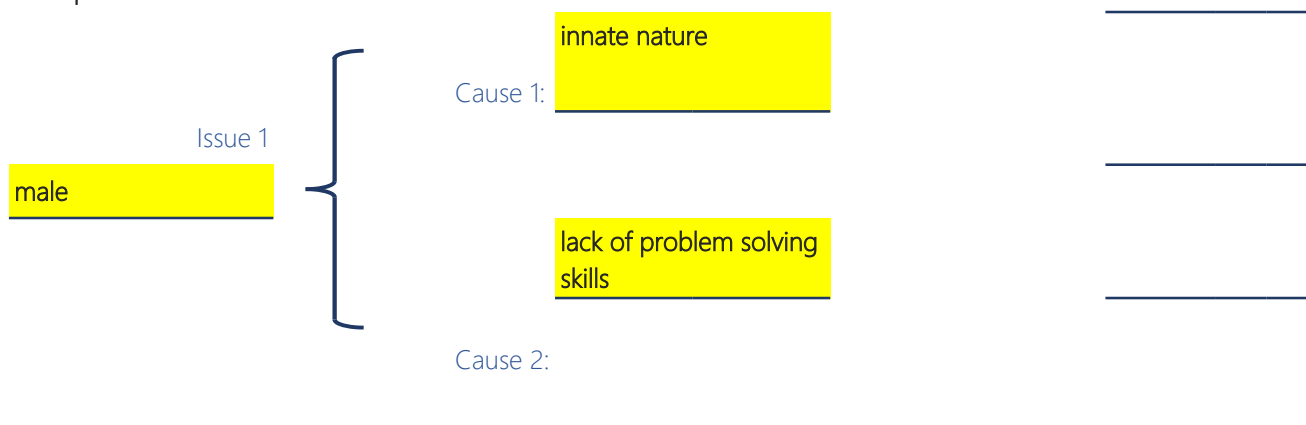
Where will we get it?

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?

We are primarily concerned with males and FRL students. There were no significant discrepancies for ethnicity, and the SWD are on a specific case by case basis, where some students ended up being in ACHIEVE, and they skewed the numbers.

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. *Click red tab above for more information about identifying root causes.*

Example:



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:

Cause#1	Lack of problem solving skills
Corrective Action:	**continue to teach Rock Paper Scissors as a problem solving
	**continue Second Step lessons
	**continue reflection sheet for evaluation and choice teaching
	**continue to increase structure and employ new games on playground
	**continue playground para training in teaching problem solving
Cause #2	innate aggression
Corrective Action:	**research best practices for boys
Root Cause:	
Corrective Action:	
Root Cause:	
Corrective Action:	

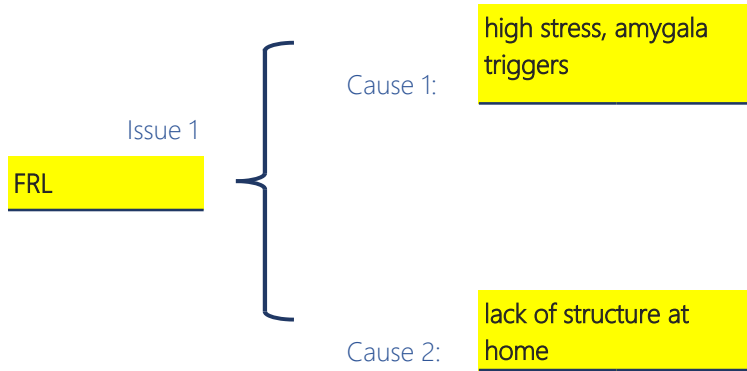
8. Develop an implementation plan. Establish measurement and evidence of success after making for corrective actions. Discuss who will be responsible, the resources needed, evidence of implementation, a prompt timeline, how success will be monitored, and the intended result. These strategies might already exist in school improvement plans, or be added.

Strategies to improve proportionality included in school improvement plans: We are continuing to strengthen our PBIS system. We did a book study on Lost at School with staff. We gleaned some strategies from this book.

Additional Resources

- **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
- **The Guidance Counselor's Role in Ensuring Equal Educational Opportunity**, U.S. Dept. of Edu. Office for Civil Rights (1991). *Available online at:* www2.ed.gov/about/offices/list/ocr/docs/hq43ef.html
- **Guidance on the Voluntary Use of Race to Achieve Diversity and Avoid Racial Isolation in the Elementary and 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-201111.pdf
- **Dear Colleague Letter: Title VI Access to AP Courses**, U.S. Dept. of Edu. Office for Civil Rights (2008). *Available online at:* www2.ed.gov/about/offices/list/ocr/letters/colleague-20080522.html.
- **Dear Colleague Letter: Access by Students with Disabilities to Accelerated Programs**, U.S. Dept. of Edu. Office for Civil Rights (2007). *Available online at:* www2.ed.gov/about/offices/list/ocr/letters/colleague-20071226.html
- **Encouraging Girls in Math and Science: Institute of Education Sciences Practice Guide**, U.S. Dept. of Edu. (2007). *Available online at:* http://ies.ed.gov/ncee/wwc/pdf/practice_guides/20072003.pdf.
- **Civil Rights Data Collection: College & Career Readiness**, U.S. Dept. of Edu. (2011). *Available online at:* <http://ocrdata.ed.gov>.
- **CTE Clearinghouse: Recruitment and Retention of Students to Non-Traditional Fields**, Association for Career and Technical Education. *Available online at:* <https://www.acteonline.org/general.aspx?id=1681#.V8obhmxTFPY>.

Example:



Example:

Cause #1	high stress, amygdala triggers
Corrective Action:	**continue staff development on strategies for working with impoverished students
	**strengthen PBIS systems through the school to ensure each class has a calm, down
	space and that the reflection room, counseling office, and administrative personnel
	have des-escalation strategies and materials.
	**teach and use deep breathing to staff to be used throughout the day
Cause #2	**provide for play opportunities
Corrective Action:	lack of structure in lives/homes
	**continue staff development on strategies for working with impoverished students
	**strengthen PBIS systems through the school to ensure each class has a calm, down
	space and that the reflection room, counseling office, and administrative personnel
	have des-escalation strategies and materials.
Corrective Action:	**ensure as much vertical alignment academically as possible, so that students can
Root Cause:	
Corrective Action:	
