

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- SilverLake Elementary School

1. **Staff members included in analysis:** Instructional Leadership Team (16 members- Administrators, grade level reps, counselor, RR teacher, Coaches, Para rep)
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).
Hi-Cap enrollment of 10 students from Silver Lake
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:
 - There are ten students (1% of Silver Lake) enrolled in Hi-Cap from Silver Lake.
 - Every group that has a student in Hi-Cap is overrepresented.
 - Some Ethnicity/Race groups are not represented.
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?

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 none.

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

- There are some Ethnicity/ Race not represented
 - Cause 1: communication of program
 - Cause 2: testing on Saturday

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: Communication of program

Corrective Action: Ensure that program is communicated to all Ethnicity/race groups.

Root Cause: Testing on Saturday

Corrective Action: Ensure communication is provided to families in multiple languages.

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:
Ensure that program is communicated to families in time for assessments.

Discipline- SilverLake Elementary School

1. **Staff members included in analysis:** Instructional Leadership Team (16 members- Administrators, grade level reps, counselor, RR teacher, Coaches, Para rep)
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).
 - Exclusionary discipline
 - In-school exclusion (17 students)
 - Out of School exclusion (9 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:

 - Males are overrepresented for all exclusions. They are 53% of the population and are 94% of in school exclusion and 100% of out of school exclusion.
 - Black and Two or More Races are overrepresented for all exclusions. Blacks are 6% of our school population and are 17% of in school exclusion and 11% of out of school exclusion.
 - Hispanic are underrepresented for in-school suspension 27% of school population and 17% of in school exclusion, but overrepresented for out-of-school suspension at 44%. Are we following the progressive discipline plan for Hispanic students?
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? The following data is needed.

- Review of discipline actions compared to infraction and did the discipline follow the progressive discipline plan.

Where will we get it?

- The data will be gathered from the student discipline record system (SWIS).

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 were no new 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

- Male over representation
 - Cause 1: physical altercations between boys which results in higher levels of discipline.
- Blacks and two or more race overrepresentation
 - Cause 1: There are 43 black students enrolled in school. Any discipline will result in overrepresentation if greater than one when the total is 17 or 9 for the year
 - Cause 2: there are 61 two or more race students enrolled in school. Any discipline will result in overrepresentation if greater than one when the total is 17 and 9.
- Hispanics over-represented in out of school exclusion.
 - Cause 1: There are 9 out of school exclusions four are Hispanic students this creates a disproportionality in numbers.

- 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: Physical altercations between boys.

Corrective Action: Continue to implement PBIS tier 1 and tier 2 practices to support student growth in problem solving. This will help provide support to students who require assistance in managing their behaviors. Tier 2 interventions are being developed and implemented. This is being monitored by the PBIS tier 2 team. This will result in decrease numbers of in school and out of school exclusions. The PBIS model is researched based.

Root Cause: Black and two or more races being overrepresented.

Corrective Action: Continue to implement PBIS tier 1 and tier 2 practices to support student growth in problem solving. This will help provide support to students who require assistance in managing their behaviors. Tier 2 interventions are being developed and implemented. This is being monitored by the PBIS tier 2 team. This will result in decrease numbers of in school and out of school exclusions. The PBIS model is researched based. Also, there is a diversity and equity team on campus that is supporting culturally informed instruction and trauma informed practices for staff to be more culturally responsive.

Root Cause: Hispanics higher number of out of school exclusion

Corrective Action: Continue to implement PBIS tier 1 and tier 2 practices to support student growth in problem solving. This will help provide support to students who require assistance in managing their behaviors. Tier 2 interventions are being developed and implemented. This is being monitored by the PBIS tier 2 team. This will result in decrease numbers of in school and out of school exclusions. The PBIS model is researched based. Also, there is a diversity and equity team on campus that is supporting culturally informed instruction and trauma informed practices for staff to be more culturally responsive.

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:

The instructional leadership team along with the school administration will be responsible for monitoring and checking evidence of implementation. Monthly meetings will review SWIS data to see decrease in student behavior resulting in out of exclusionary discipline. The intended result will be that the school will have less exclusionary action for students in the second semester than the first.