



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:

Aleta Smoot, Principal, Anca Wilson, Assistant Principal, Leadership 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 middle school advanced courses OR elementary school exclusionary discipline (suspensions, expulsions)).

Elementary Highly
Capable Program
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:

Our enrollment data is disproportionately male. Our school is 52% male, however of our 24 e

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?

We feel it would be more informative to look at students who are being referred for HC testing than look at the dis

Where will we get it?

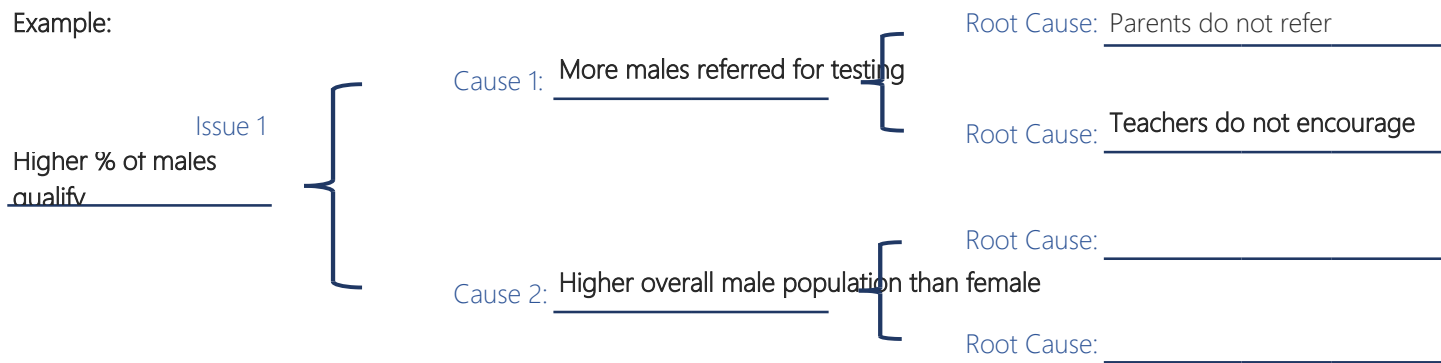
Rebecca Ballbach

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?

Not with this limited data set

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:

Root Cause: Low parent referral rate from parents and staff of female students

Corrective Action: Clear

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: The school OTG team lead by school administrators will carefully examine the capabilities of female population to ensure that all students that may qualify are referred to testing. Teachers and administrators will have individual conferences with parents of female students who would make good candidates to encourage a referral.

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>

Enrolled HC students 20 are males

proportionality of students who qualify. It is likely that we have a higher rate of boys enrolling in the program because we have a higher rate of being referred. If w

we can analyze the data and the referral stage rather than the enrollment stage we can be more proactive in closing the gaps



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- (a) The identification and selection of students;
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2. List all programs (or discipline areas) reviewed, but analyze one area at a time with this protocol (e.g., elementary school capable program enrollment OR middle school advanced courses OR elementary school exclusionary discipline expulsions).

Exclusionary Discipline,
Exclusionary Action

3. **Conduct data analysis to note all preliminary findings and identified disparity issues.** Examine and discuss the data objectively for patterns, trends, and variability; and brainstorm. Note preliminary findings. E.g., Hispanic students are 11% of our student body, but only represent 11% of our high-capable students.

Preliminary findings:

There was not enough data to analyze

4. Determine if any additional data (qualitative or quantitative) are needed to answer questions raised by the problem. If so, where are these data located? For example, ways students learn about advanced courses at the secondary level; how students are apprised of school expectations; tools used to communicate highly capable program specifications

Additional data needed?

Rather than look at our exclusionary data, it will be critical for us to continue to look at our

Where will we get it?

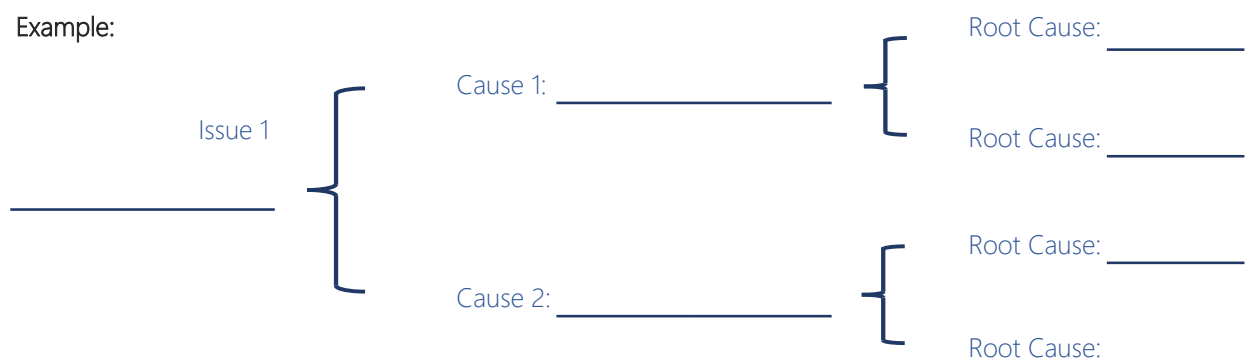
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Example:



7. For each root cause, identify a corrective action to eliminate disparities. Focus corrective action on ways to dis rather than "patching up" a cause that yields disparities. In selecting a strategy, consider how the strategy will he is appropriate and feasible, and if it is supported by evidence-based research.

Example:

Root Cause:	Data set is too limited to determine a root cause
Corrective Action:	
Root Cause:	
Corrective Action:	
Root Cause:	
Corrective Action:	
Root Cause:	
Corrective Action:	

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- **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
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