

Course/Program Enrollment & Discipline: Analysis

1. Organize a team and establish team member duties. Common team members include: principals, teacher leaders, counselor or school psychologist, ect. Disaggregated data will be provided centrally, and district staff will be available for consultation.

Staff members:

Kathleen Stilwell

Brent Radcliff

Barb Dubin

Kate Jatton

Monica Wagenhoffer

Kris Green

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

Highly Capable

3. Conduct data analysis to not all preliminary findings and identified disparity issues. Examine and discuss the data; look objectively for patterns, trends, and variability; and brainstorm.

Preliminary findings:

Discipline data - in looking at the data it is clear that boys make up for the majority, if not all, of the in-house and out of school exclusions. Upon further analysis, our students with disabilities are overrepresented with 10% between the total and action students.

Highly Capable - with a school enrollment of 471 and only one student in this program, it is evident that only a small percentage of students are participating in this program.

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.

No other data needed

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 not other findings or disparity issues.

6. For each disparity issue or finding, identify causes and root causes. Consider the systematic cuses of disparities in course and program enrollment, and student disciline, and why the occur. Focus on one issue at a time.

<u>School exclusion (suspension) of Boys</u>	Cause 1: Physical altercations	<div></div> <div>Root Cause: Lack of emotional self awareness of feeling (riggers)</div> <div>Root Cause: Inability to use calming strategies as student esculates</div>
<u>School Exculsion (suspension) of SWD</u>	Cause 1: Delay in development of behavior management skills	<div></div> <div>Root Cause: Lack of communication skills</div> <div>Root Cause: Lack of emotional self awareness of feelings (triggers)</div>
<u>Low number of students in HC program</u>	Cause 1: Teachers not nominating a high number of students	<div></div> <div>Root Cause: Lack of knowledge</div> <div>Root Cause: Lack of communication</div>
	Cause 2: Parents not nominating their child/ren	<div></div> <div>Root Cause: Lack of knowledge</div> <div>Root Cause: Lack of communication</div>

7. For each root cause, identify a corrective action to eliminate disparties. Focus corrective action on ways to dissolve to root rather than "patching up" a cause that yields disparities. In selection a strategy, consider how the strategy will help, if the strategy is appropriate and feasibli, and if it is

- Root Cause:** Lack of emotional self-awareness of feeling (triggers)
Corrective Action: Teaching the Second Step ccurriculum; access to PAWS room and students provided protocol and strategies
- Root Cause:** Inability to use calming strategies as student esculates
Corrective Action: Teaching the Second Step ccurriculum; access to PAWS room and students provided protocol and strategies
- Root Cause:** Lack of emotional self-awareness of feeling (triggers)
Corrective Action: Teaching the Second Step ccurriculum; access to PAWS room and students provided protocol and strategies

