



Roseville Area Schools

Quality Teaching & Learning for All...Equity in All We Do

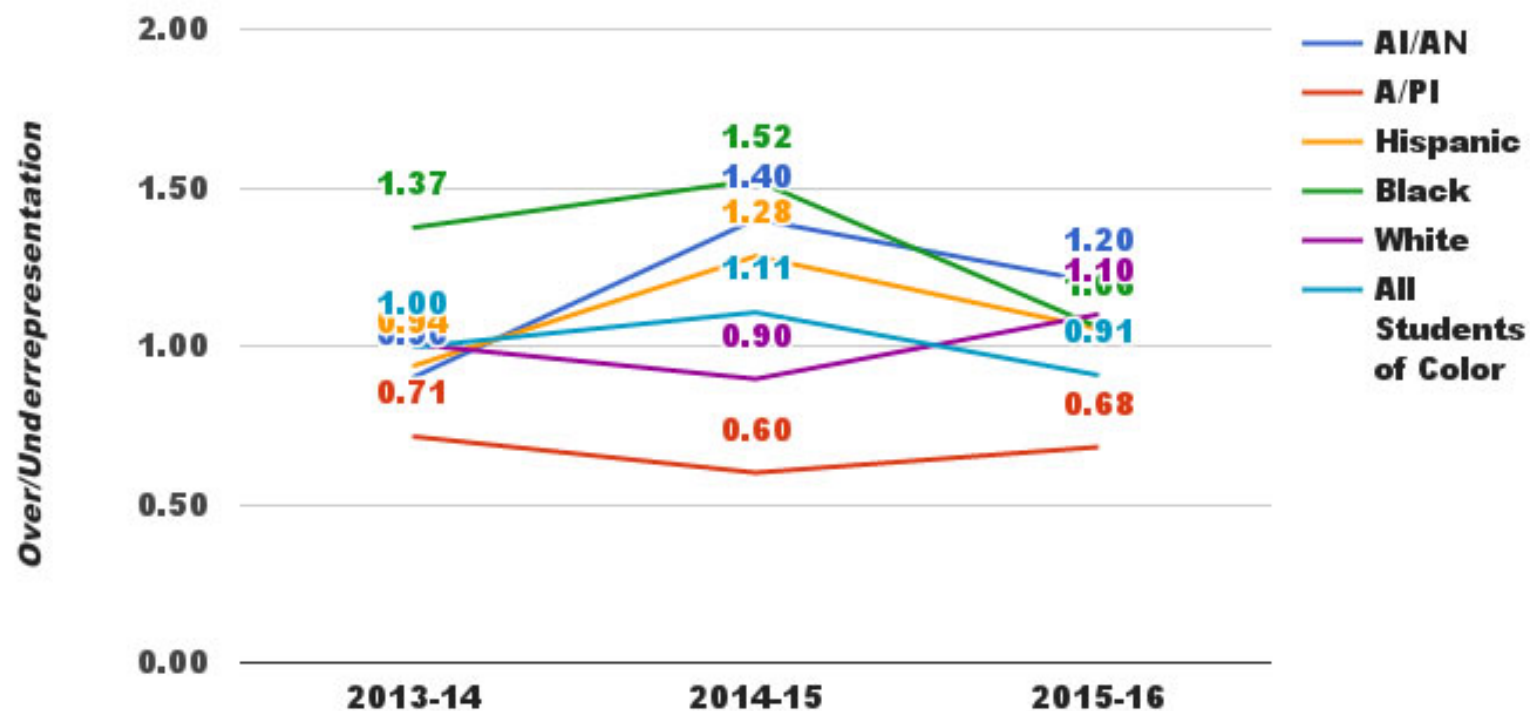
Program Participation

- **Special Education**
 - **Gifted & Talented**
 - **College Credit Courses**
 - **Advanced Options
at Middle Level**
- 
- A decorative background featuring a light gray spiral that starts from the bottom center and moves towards the right. A pencil tip is positioned at the top right, pointing downwards towards the spiral. The entire scene is set against a white background with a red border.

Special Education Referral for Evaluation

- Over a three-year period there is small but directionally positive movement.
- The referral percentages compared to the actual enrollments by year note the trend lines moving downward.
- We do not have data on the referral rate of English learners.
- Examination of culturally and linguistically appropriate special education practices for English learners will be an area of focus in the 2017-2018 school year.

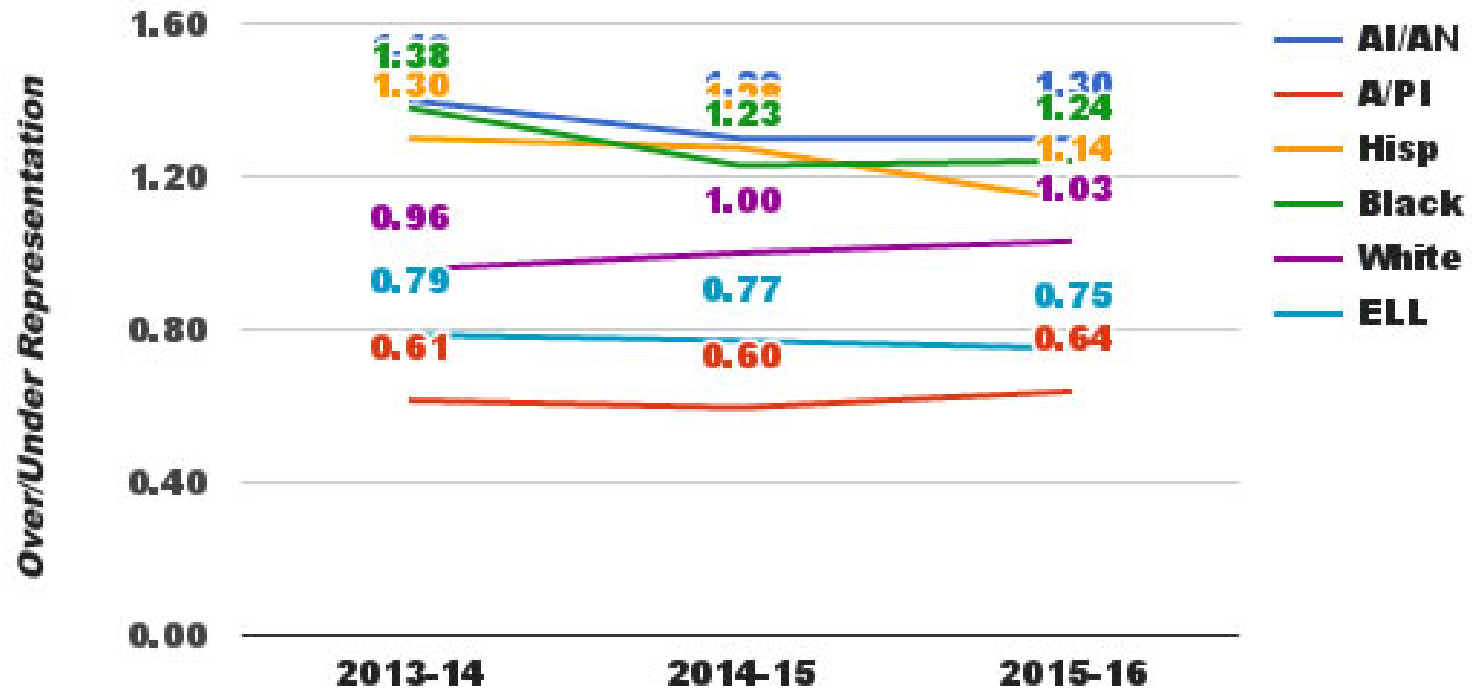
Over/Underrepresentation in Special Education Participation



Special Education Participation in Programming

- There remains an overrepresentation of black students participating in special education.
- The data that indicates percentages compared to actual total student enrollments by year is hopeful.
- Generally, the referral information reflects downward trending.
- English learners are slightly under-identified for special education services.

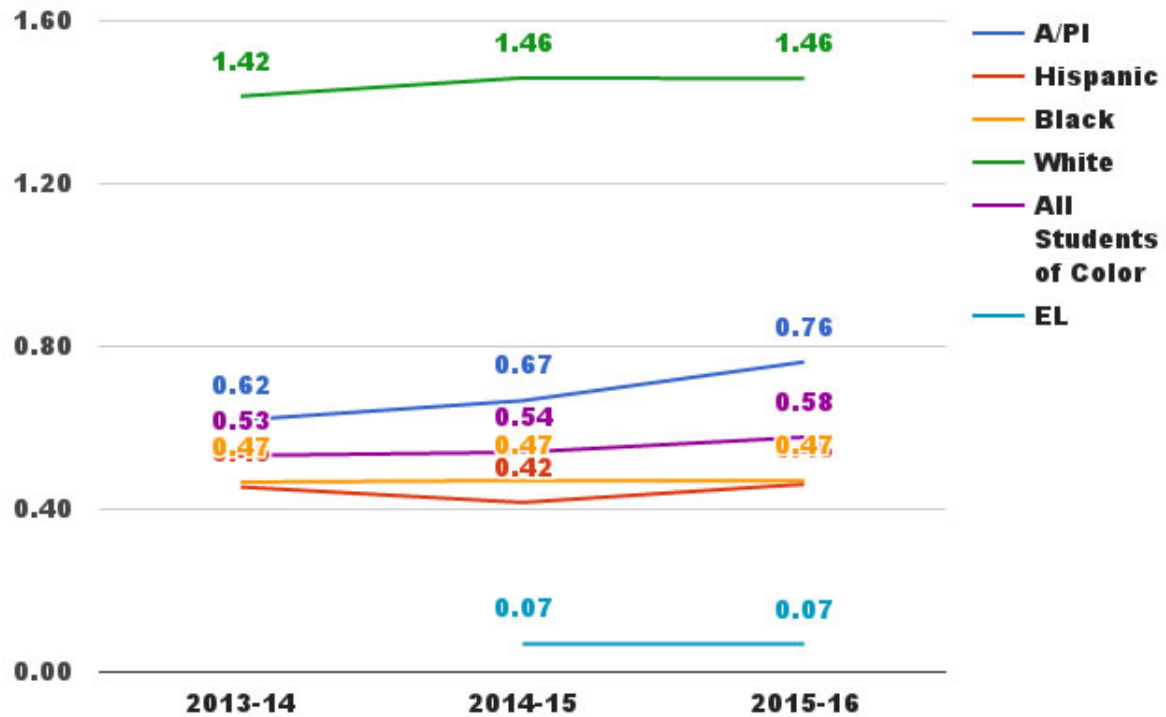
Over/Underrepresentation in Special Education Participation



Gifted & Talented

- Data represents students who have been formally identified as gifted and talented (GT) in grades 3-12.
- Students of color are underrepresented while white students are overrepresented by about 1 1/2 times.
- As a district, we continue to under-identify black, Hispanic, and EL students for our GT program.
- Current evaluation of GT program will provide recommendations for improved identification of students from diverse linguistic and racial backgrounds.

Over/Underrepresentation in GT Identification

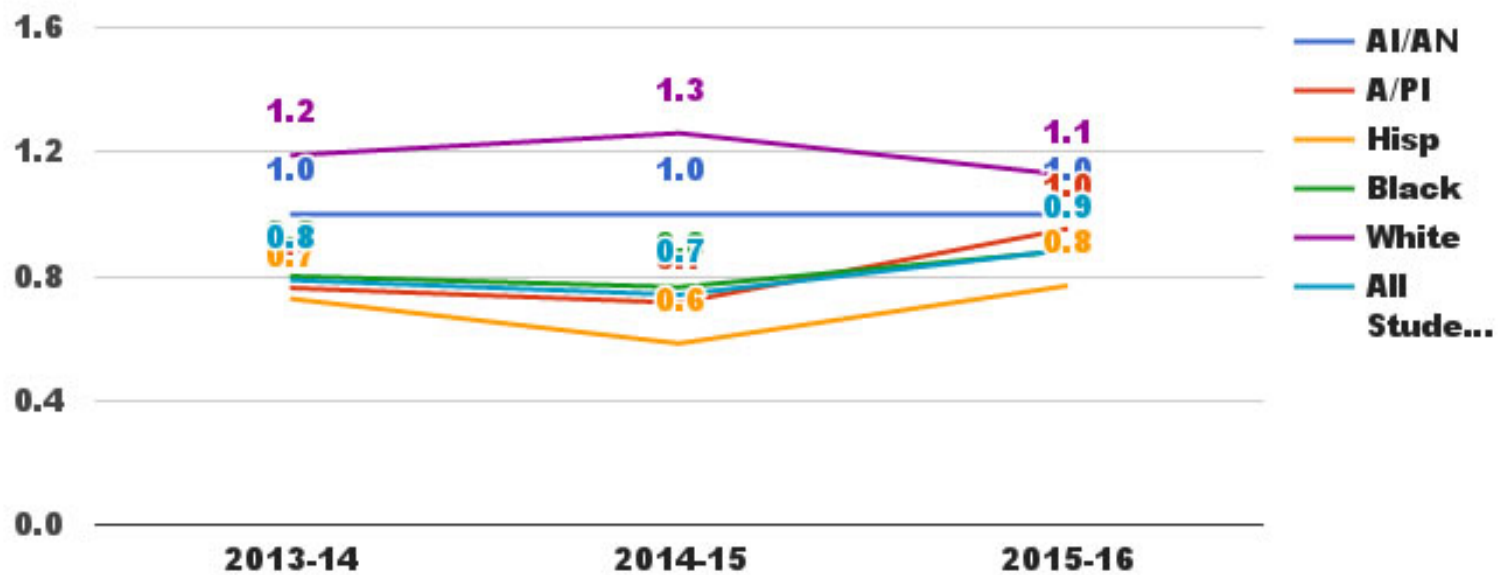


Overrepresentation/AI/AN

College Credit Courses

- Data examines enrollment of students by race who were in a course that has the potential to provide college-level credit.
- Trend lines for white student overrepresentation show a decrease while the participation for students of color show an increase.
- 2015-2016 data show student participation was very close to representative for all student groups.
- English learner participation in advanced courses has tripled in the last three years.
- District will continue to focus effort on enrolling black, Hispanic, and English learner students in courses that offer college-level credit as well as ensuring students of color in these courses are adequately prepared and supported.

Over/Underrepresentation in College Credit Courses



Advanced Options at Middle Level

- Data represent RAMS students who participated in at least one advanced option during first trimester 2016-17.
- White students are overrepresented and students of color underrepresented by 17%.
- Most students participated at the occasionally level (less than 33%). Only 5% of students engaged in advanced options consistently (above 66%).
- District will continue to encourage students of color, especially black students, to engage in advanced options while also offering options that are engaging to students.

Over/Underrepresentation in Advanced Options

