Program Participation
• Special Education
• Gifted & Talented
• College Credit Courses
• Advanced Options at Middle Level
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

- AI/AN
- A/PI
- Hispanic
- Black
- White
- All Students of Color

Year: 2013-14
- AI/AN: 1.37
- A/PI: 0.94
- Hispanic: 0.71
- Black: 1.00
- White: 0.90
- All Students of Color: 0.60

Year: 2014-15
- AI/AN: 1.52
- A/PI: 1.40
- Hispanic: 1.11
- Black: 0.90
- White: 0.60
- All Students of Color: 0.68

Year: 2015-16
- AI/AN: 1.20
- A/PI: 1.00
- Hispanic: 0.91
- Black: 1.10
- White: 0.91
- All Students of Color: 0.68
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

<table>
<thead>
<tr>
<th>Year</th>
<th>AI/AN</th>
<th>A/PI</th>
<th>Hisp</th>
<th>Black</th>
<th>White</th>
<th>ELL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14</td>
<td>1.38</td>
<td>1.30</td>
<td>0.96</td>
<td>0.79</td>
<td>0.77</td>
<td>0.61</td>
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<td>2014-15</td>
<td>1.26</td>
<td>1.23</td>
<td>1.00</td>
<td>0.77</td>
<td>0.75</td>
<td>0.60</td>
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<tr>
<td>2015-16</td>
<td>1.30</td>
<td>1.24</td>
<td>1.14</td>
<td>1.03</td>
<td>0.75</td>
<td>0.64</td>
</tr>
</tbody>
</table>
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.
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.
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.