

Connection Title: **Equitable placement in rigorous coursework: Differences in the participation rates for students from key demographic subgroups in rigorous courses and programs relative to those students' representation in their school population as a whole.**

Selected Descriptors:

Students, Teachers, School Personnel->Academically Gifted
 Educational Process: School Perspectives->Admission Criteria
 Curriculum Organization->Advanced Courses
 Students, Teachers, School Personnel->Advanced Students
 Educational Process: Societal Perspectives->College Preparation
 Curriculum Organization->Courses
 Curriculum Organization->Curriculum
 Individual Development and Characteristics->Gifted
 Educational Process: Classroom Perspectives->Student Participation
 Education-to-Workforce (E-W) Indicator Framework ->EQ12: Access and completion of rigorous and accelerated college preparatory coursework

Author: Education-to-Workforce Framework Collaborators Group

Location: More Than One State

Source for CEDS Connection Information: Education-to-Workforce Indicator Framework (<https://educationtoworkforce.org/>)

Description of CEDS Connection:

This Connection identifies the CEDS elements needed to determine the differences in the participation rates for students from key demographic subgroups in rigorous courses and programs relative to those students' representation in their school population as a whole. The recommended analysis is also included.

Go Further with this Connection

You can use this Connection with your own data system. Click on the myConnect logo to apply the elements from your shared map to this Connection.



► **Data Elements**

Metric

CEDS Elements:

A. K12 -> Calendar -> Session -> School Year
 B. K12 -> Course Section -> Session Begin Date
 C. K12 -> Course Section -> Session End Date
 D. K12 -> Course Section -> Course -> Course Level
 Characteristic
 E. K12 -> Course Section -> Enrollment -> Course Section
 Enrollment Status Type
 F. K12 -> K12 Course -> Course Identifier
 G. K12 -> K12 Course -> School Courses for the Exchange of
 Data Course Code
 H. K12 -> K12 Course -> School Courses for the Exchange of
 Data Course Subject Area
 I. K12 -> K12 School -> Directory -> School Level
 J. K12 -> K12 School -> Identification -> School Identification
 System
 K. K12 -> K12 School -> Identification -> School Identifier
 L. K12 -> K12 Student -> Demographic -> Hispanic or Latino
 Ethnicity
 M. K12 -> K12 Student -> Demographic -> Race
 N. K12 -> K12 Student -> Enrollment -> Enrollment Entry Date
 O. K12 -> K12 Student -> Enrollment -> Enrollment Exit Date
 P. K12 -> K12 Student -> Enrollment -> Entry Grade Level
 Q. K12 -> K12 Student -> Enrollment -> Gifted and Talented
 Indicator
 R. K12 -> K12 Student -> Identity -> Student Identification
 System
 S. K12 -> K12 Student -> Identity -> Student Identifier
 T. K12 -> K12 Student -> Program -> Program Type
 U. K12 -> LEA -> Identification -> Local Education Agency
 Identification System
 V. K12 -> LEA -> Identification -> Local Education Agency
 Identifier
 W. K12 -> SEA -> Identification -> State Agency Identification
 System
 X. K12 -> SEA -> Identification -> State Agency Identifier

Elements Not Currently in CEDS:

Disaggregates

CEDS Elements:

A. Adult Education -> AE Student -> Status -> Low-income
 Status
 B. Early Learning -> Early Learning Family -> Family/Household
 Information -> Family Income
 C. K12 -> K12 School -> Directory -> School Type
 D. K12 -> K12 Student -> Demographic -> Birthdate
 E. K12 -> K12 Student -> Demographic -> Hispanic or Latino
 Ethnicity
 F. K12 -> K12 Student -> Demographic -> Military Connected
 Student Indicator
 G. K12 -> K12 Student -> Demographic -> Race
 H. K12 -> K12 Student -> Demographic -> Rural Residency
 Status
 I. K12 -> K12 Student -> Demographic -> Sex
 J. K12 -> K12 Student -> Disability -> Disability Status
 K. K12 -> K12 Student -> Disability -> IDEA Indicator
 L. K12 -> K12 Student -> Disability -> Primary Disability Type
 M. K12 -> K12 Student -> Disability -> Section 504 Status
 N. K12 -> K12 Student -> Discipline -> Disciplinary Action Taken
 O. K12 -> K12 Student -> Economically Disadvantaged ->

Elements Not Currently in CEDS:

Eligibility Status for School Food Service Programs
 P. K12 -> K12 Student -> English Learner -> English Learner Status
 Q. K12 -> K12 Student -> English Learner -> Program Participation Exit Date
 R. K12 -> K12 Student -> English Learner -> Program Participation Start Date
 S. K12 -> K12 Student -> Homeless -> Homelessness Status
 T. K12 -> K12 Student -> Homeless -> Status End Date
 U. K12 -> K12 Student -> Homeless -> Status Start Date
 V. K12 -> K12 Student -> Individualized Program -> IDEA Disability Type
 W. K12 -> K12 Student -> Individualized Program -> Student Support Service Type
 X. K12 -> K12 Student -> Language -> ISO 639-3 Language Code
 Y. K12 -> K12 Student -> Migrant -> Migrant Status
 Z. K12 -> K12 Student -> Migrant -> Program Participation Exit Date
 AA. K12 -> K12 Student -> Migrant -> Program Participation Start Date
 AB. K12 -> K12 Student -> Program -> Program Participation Exit Date
 AC. K12 -> K12 Student -> Program -> Program Participation Start Date
 AD. K12 -> K12 Student -> Program -> Program Participation Status
 AE. K12 -> K12 Student -> Program -> Program Type
 AF. K12 -> Parent/Guardian -> Education -> Highest Level of Education Completed

Analysis Recommendations

General Connection Information

CEDS elements are shown in ***bold/italicized*** font.

This metric is part of the Education-to-Workforce (E-W) Indicator Framework, specifically "E-W system conditions" which pertain to institutional or systemic environments, policies, and practices within E-W systems that support positive E-W outcomes.

The full description of this metric, as identified on the Education-to-Workforce Indicator Framework, is as follows:

"Differences in the participation rates for students from key demographic subgroups in rigorous courses and programs relative to those students' representation in their school population as a whole, including opportunities, such as the following: Gifted and talented programs; Algebra I in middle school; Higher-level math courses in high school (that is, Algebra II, calculus); and Early college courses (AP, International Baccalaureate [IB], and dual enrollment)"

The metric is a measurement for a key indicator, "Equitable placement in rigorous coursework" which defines whether "students from various demographic subgroups are proportionally represented in rigorous courses and programs."

Calculating a Response

Equitable placement in rigorous coursework: Differences in the participation rates for students from key demographic subgroups in rigorous courses and programs relative to those students' representation in their school population as a whole.

Use the following CEDS elements to determine the school year to be reported:

- ***School Year*** = most recent school year, representing July 1 through June 30

Use the following CEDS elements to determine the universe of students:

Pull all unique students which is determined by using a unique ***Student Identifier*** where ***Student Identification System*** = State

Where the student:

- is associated with a State Education Agency through the ***State Agency Identifier*** where ***State Agency Identification System*** = SEA
- is associated with a Local Education Agency through the ***Local Education Agency Identifier*** where ***Local Education Agency Identification System*** = SEA
- is associated with a K12 school through the ***School Identifier*** where ***School Identification System*** = SEA, and ***Entry Grade Level*** = 06, 07, 08, 09, 10, 11, 12, 13, UG
- And where ***Enrollment Entry Date*** and ***Enrollment Exit Date*** are within the school year being reported

Narrow the universe of students as follows:

From the universe of students, calculate the number of students by Race and Ethnicity:

To determine the number of American Indian or Alaska Native students, count where:

- ***Race*** = American Indian or Alaska Native
- ***Hispanic or Latino Ethnicity*** = No

To determine the number of Asian students, count where:

- ***Race*** = Asian
- ***Hispanic or Latino Ethnicity*** = No

To determine the number of Black or African American students, count where:

- ***Race*** = Black or African American
- ***Hispanic or Latino Ethnicity*** = No

To determine the number of Demographic Race Two or More Races students, count where:

- ***Race*** = Demographic Race Two or More Races
- ***Hispanic or Latino Ethnicity*** = No

To determine the number of Native Hawaiian or Other Pacific Islander students, count where:

- ***Race*** = Native Hawaiian or Other Pacific Islander
- ***Hispanic or Latino Ethnicity*** = No

To determine the number of White students, count where:

- ***Race*** = White
- ***Hispanic or Latino Ethnicity*** = No

To determine the number of students where the race is unknown, count where:

- ***Race*** = Unknown
- ***Hispanic or Latino Ethnicity*** = No

From the universe of students, calculate the number of students enrolled in Gifted and Talented.

To determine the number of gifted and talented students, count where:

- ***Program Type*** = 04930 (Gifted and talented program), and where
- ***Gifted and Talented Indicator*** = Yes

If the set of gifted and talented students is > 0, disaggregate by race/ethnicity.

From the universe of students, calculate the number of students who took Algebra I in middle school.

To determine the number of students who took Algebra I in middle school

- Narrow the student list where ***School Level*** = Middle
- Pull all unique courses using a unique ***Course Identifier*** where
- ***School Courses for the Exchange of Data Course Subject Area*** = 02 (Mathematics), and

◦ **School Courses for the Exchange of Data Course Code** = 02052 (Algebra I)
If the set of students who took Algebra I in Middle School is > 0, disaggregate by race/ethnicity.

From the universe of students, calculate the number of students who took higher level math courses in high school (that is, Algebra II, calculus).

To determine the number of students who took early college courses,

- Use **Course Identifier** where
- **Session Begin Date** is = Enrollment Entry Date, and
- **Session End Date** is = Enrollment Exit Date, and
- **School Courses for the Exchange of Data Course Subject Area** = 02 (Mathematics), and
- **School Courses for the Exchange of Data Course Code** = 02056 (Algebra II), and
- **School Courses for the Exchange of Data Course Code** = 02121 (Calculus), and
- **Course Section Enrollment Status Type** = Enrolled, Completed

If the set of students taking higher level math courses is > 0, disaggregate by race/ethnicity.

For a deeper analysis, disaggregate by course and by race/ethnicity.

From the universe of students, calculate the number of students who took early college courses (AP, International Baccalaureate [IB], and dual enrollment).

To determine the number of students who took early college courses,

- Use **Course Identifier** where
- **Session Begin Date** is = Enrollment Entry Date, and
- **Session End Date** is = Enrollment Exit Date, and
- **Course Level Characteristic** = 00574 (International Baccalaureate course), 00575 (Advanced placement course), 73048 (Dual Enrollment), and
- Where **School Courses For the Exchange of Data Course Code** is Not Null, and
- Where **Course Section Enrollment Status Type** = Enrolled, Completed

If the set of students taking early college courses (AP, International Baccalaureate [IB], and dual enrollment) is > 0, disaggregate by race/ethnicity.

Calculate the difference in participation rates:

- For each set of students identified above, divide the total number of students by race that participated in the course by the total number of students that participated in the course, and multiply by 100.
- Compare the percentage of students from each racial/ethnic group to the racial/ethnic breakdown of the school as a whole. For example, compare the percentage of Black or African American students enrolled in Gifted and Talented to the percentage of Black or African American students in the school.

For other subpopulations, determine the subpopulation cohorts as defined in the sections below. Then, repeat steps B-E above.

Disaggregate by Home Language

Use the following CEDS elements to disaggregate the final set of students by Home Language:

- **Language Type** = Home Language; and
- **ISO 639-3 Language Code** ≠ Eng; and/or
- **English Learner Status** = Yes

Disaggregate by Homelessness

Use the following CEDS elements to disaggregate the final set of students by Homelessness:

- **Homelessness Status** = Yes
- **Homeless Serviced Indicator** = Yes
- **Status Start Date** ≤ the school year being reported
- **Status End Date** ≥ the school year being reported

Disaggregate by Race and Ethnicity

Use the following CEDS elements to disaggregate the final set of students by Race:

Filter records where **Hispanic or Latino Ethnicity** = No

Count, by race, where any of the following are true:

- **Race** = American Indian or Alaska Native
- **Race** = Asian
- **Race** = Black or African American
- **Race** = Native Hawaiian or Other Pacific Islander
- **Race** = White
- **Race** = Demographic Race Two or More Races
- **Race** = Race and Ethnicity Unknown

Use the following CEDS elements to disaggregate the final set of students by Hispanic or Latino Ethnicity:

- Filter records where **Hispanic or Latino Ethnicity** = Yes

Disaggregate by Sex

**Note: CEDS does not have a Gender element. While Sex is not a proxy for Gender it is the closest approximation currently available.*

**Note: Male + Female will not always equal 100% for states that have more choices beyond male and female.*

Use the following CEDS elements to disaggregate the final set of students by Sex:

- **Sex** = Male, Female, or Not Selected

Disaggregate by Disability Status

Use the following CEDS elements to disaggregate the final set of students by Disability Status:

Students with a Disability: A student has a disability if **any** of the following are true:

- **Disability Status** = Yes
- **Status Start Date** ≤ the school year being reported
- **Status End Date** ≥ the school year being reported

and/or

- **IDEA Indicator** = Yes
- **Program Participation Start Date** ≤ July 1 of the school year being reported
- **Program participation Exit Date** ≥ June 30 of the school year being reported
- **Section 504 Status** = Yes
- **Status Start Date** ≤ the school year being reported
- **Status End Date** ≥ the school year being reported

*Section 504 Status may not apply if your state doesn't collect it:

Students without a Disability: A student does not have a disability if **all** of the following are true:

- **Disability Status** = No, and
- **Primary Disability Type** is null, and
- **IDEA Indicator** = No, and
- **Section 504 Status** = No

Count the number of students with a disability and the number of students without a disability.

For further analysis, disaggregate the students with a disability:

Filter records where

- **IDEA Indicator** = Yes?
- **Program Participation Start Date** ≤ the school year being reported
- **Program Participation Exit Date** ≥ the school year being reported

Count, by **Primary Disability Type**, where any of the following are true:

- **Primary Disability Type** = Autism
- **Primary Disability Type** = Deaf blindness
- **Primary Disability Type** = Deafness
- **Primary Disability Type** = Developmental delay
- **Primary Disability Type** = Emotional disturbance
- **Primary Disability Type** = Hearing impairment
- **Primary Disability Type** = Intellectual disability
- **Primary Disability Type** = Multiple disabilities
- **Primary Disability Type** = Orthopedic impairment
- **Primary Disability Type** = Other health impairment
- **Primary Disability Type** = Specific learning disability
- **Primary Disability Type** = Traumatic brain injury
- **Primary Disability Type** = Visual Impairment

Disaggregate by Urbanicity

Use the following CEDS element to disaggregate the final set of students by Urbanicity.

- **Rural Residency Status** = Yes (indicating Rural) or No (indicating Urban)

Disaggregate by Parental Education Level

Use the following CEDS element to disaggregate the final set of students by Parental Education Level:

- **Highest Level of Education Completed** = Determine what the highest level of education completed is for the parents/guardians of the student

Disaggregate by Migrant Family Household

Use the following CEDS elements to disaggregate the final set of students by Migrant Family Household:

- **Migrant Status** = Yes, No
- **Program Participation Start Date** ≤ the school year being reported
- **Program Participation Exit Date** ≥ the school year being reported

Disaggregate by English Learner

Use the following CEDS elements to disaggregate the final set of students by English Learner:

English Learner Status = Yes, No

Program Participation Start Date ≤ the school year being reported

Program Participation Exit Date ≥ the school year being reported

Disaggregate by School Type

Use the following CEDS elements to disaggregate the final set of students by K12 School Type:

- **Charter School Type** = School Charter or College University or NA; and
- **School Type** = Regular, Special, Career and Technical, Alternative or Reportable
- **Administrative Funding Control** = Public School, Private School, or Other
- **Organization Type** = K12 School, Education Institution

Disaggregate by Income Level

Use the following CEDS elements to disaggregate the final set of students by Income Level:

- **Eligibility Status for School Food Service Programs** = Free, Full price, Reduced price, Other
- **Low-income Status** = Yes, or No

Disaggregate by Individuals or Family Military Status

Use the following CEDS elements to disaggregate the final set of students by Individuals or Family Military Status:

- **Military Connected Student Indicator** = Not Military, Active Duty, National Guard or Reserve, or Unknown

Disaggregate by Individual with Current or Past Child Welfare Involvement

Use the following CEDS elements to disaggregate the final set of students by Individual with Current or Past Child Welfare Involvement:

- **Program Type** = 75000 (Foster Care)
- **Student Support Service Type** = 00295 (Children's protective services)
- **Program Participation Start Date** ≤ the school year being reported
- **Program Participation Exit Date** ≥ the school year being reported

Disaggregate by Justice Involvement

Use the following CEDS elements to disaggregate the final set of students by Justice Involvement:

- **Disciplinary Action Taken** = Juvenile Justice Referral, Law enforcement referral, or Placed in juvenile detention center
- **Disciplinary Action Start Date** ≤ the school year being reported
- **Disciplinary Action End Date** ≥ the school year being reported

► Related Connections

No related connections

► Related References

A. Title: Education-to-Workforce Indicator Framework; Source: Education-to-Workforce Indicator Framework (see <https://educationtoworkforce.org/>)

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