



Disproportionality Root Cause Analysis

Level 1 Reviewing Outcome Data



Developed by the Technical Assistance Partnership for Equity at Bank Street College of Education

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New York State Education Department
Office of Special Education
Educational Partnership

Disclaimer

The resources shown are designed to provide helpful information. Resources are provided for instructional use purposes only and do not constitute NYSED endorsement of any vendor, author, or other sources. To the best of our knowledge, the resources provided are true and complete.

Blueprint for Improved Results for Students with Disabilities



Self-Advocacy

Students engage in self-advocacy and are involved in determining their own educational goals and plan.



Family Partnership

Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.



Specially-Designed Instruction

Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.



Research-Based Instruction

Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.



Multi-tiered Support

Schools provide multi-tiered systems of behavioral and academic support.



Inclusive Activities

Schools provide high-quality inclusive programs and activities.



Transition Support

Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.



Learning Objectives

- Describe the problem of practice using notification data for the school district.
- Develop a deeper understanding of the problem of practice using student enrollment and outcome data.
- Determine whether the previously identified root cause is directly supported by notification data, student enrollment data, and student outcome data.

Norms and Community Agreements

- Participate to the best of your abilities
- Speak your truth- use “I” statements
- Ask clarifying questions and provide feedback
- Listen with respect
- Honor confidentiality (what’s said here stays here, what’s learned here leaves here)
- Expect and accept a lack of closure
- Push your growing edge

Understanding the State Performance Plan Indicators

Indicator 4: Suspension/Expulsion

- **Module 4.2** - How is the indicator measured?
- **Module 4.3** - What are the national and New York State trend data for this indicator?

Indicator 9: Special Education by Race/Ethnicity

- **Module 9.2** - How is the indicator measured?
- **Module 9.3** - What are the national and New York State trend data for this indicator?

Indicator 10: Classification by Race/Ethnicity

- **Module 10.2** - How is the indicator measured?
- **Module 10.3** - What are the national and New York State trend data for this indicator?

Disproportionality Data Sources and Methodology

Where is the data from?

Identification and placement of students are generated using data on student demographics entered by the district into the Basic Educational Data Systems (BEDS) on what is typically referred to as BEDS day.

For discipline, the State uses BEDS data, in addition to the district's submission of suspension data into the NYSED Portal Data (PD) 8 system.

BEDS and PD 8 data are used in calculations to determine identification for State Performance Plan (SPP) Indicators 4, 9, and 10 and Significant Disproportionality for Suspension, Identification, and Placement.

Outcome Data Sources

Significant Disproportionality in Disciplinary Actions	Significant Disproportionality in Identification, Classification, Placement
PD8: Report of Students with Disabilities Subject to Disciplinary Removal	VR3: School-Age Students by Disability & Race/Ethnicity
-	VR5: School-Age LRE Setting Report

Risk Ratio

Examples	Translation
2.0	Two times more likely
2.5	Two and a half times more likely
3.0	Three times more likely
3.5	Three and a half times more likely
4.0	Four times more likely

Risk Ratio Thresholds in NYS

Category	Thresholds
Suspension OSS Over 10 Days	2.0
Suspension ISS Over 10 Days	2.0
Suspension OSS 10 Days or Less	3.0
Suspension ISS 10 Days or Less	3.0
Suspension Total Removals	4.0
Identification-All Categories	2.5
Identification-Specific Categories	4.0

Alternate Risk Ratio

The state must use an alternate risk ratio if the comparison group in the district does not meet the minimum cell size or the minimum n-size.

- In NYS, the cell size is 10 and the n-size is 30

Practicing Analysis and Interpretation of Data

CASE STUDIES: Practicing Analysis and Interpretation of Data

Case Studies on Disciplinary Data	Case Studies on Special Education Data
<p>Case Study 1: Henry Williamson High School</p>	<p>Case Study 3: Port Charles City School District</p>
<p>Case Study 2: Frances Burney High School</p>	<p>Case Study 4: Sunnydale Union Free School District</p>

CASE STUDIES: Practicing Analysis and Interpretation of Data

For each high school, record the following:

- Patterns and specific statistics
- Policies, practices, and procedures for further examination
- Social justice-oriented concerns for further examination

Reflection: Practicing Analysis and Interpretation of Data



Connect Extend Challenge

Level 1 Analysis: Reviewing Outcomes Data

- Define the magnitude, timing, and/or location of the outcome data that illustrate the broader problem of practice.

Reviewing Notification Letters and Describing the Problem of Practice

**2019-20 School Year Notification
Disproportionality by Race/Ethnicity in Disciplinary Actions for Students with Disabilities**

This is to notify you that your district has 2018-19 school year data that demonstrates disproportionality by race/ethnicity in the incidence and duration of in-school and out-of-school suspensions and expulsions of students with disabilities. Detailed information on the criteria used to calculate and identify disproportionality can be found at http://p12.nysed.gov/sedcar/forms/instructions/spp_criteria/sigdispro1920.html.


Your district is required to complete and report on the results of the “Self-Review Monitoring Protocol – Suspension” relating to the development of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. You must ensure that the review and reported results consider the data/population (identified in the chart below) upon which the current notification of disproportionality is based. The self-review protocol is posted online at <http://www.p12.nysed.gov/specialed/spp/self-review-monitoring-protocol-suspension-2020.htm>. You must report the results of this review in the PD system at <http://pd.nysed.gov/> (see 2019-20 menu – self-review checklists) no later than June 5, 2020. If revisions to the district’s policies, procedures and practices are required, you must also provide notification/documentation to the Special Education Quality Assurance Office on how and when you publicly report on the revisions to the identified inappropriate policies, procedures, and practices.

Significant Disproportionality Status: The data in the chart below shows three consecutive years of disproportionality in the identification of students with disabilities for the same race, suspension category and length (or unduplicated total). Because the district is identified as having significant disproportionality, it must reserve 15 percent of 2020-21 Individuals with Disabilities Education Act (IDEA) funds (Sections 611 and 619) to provide Comprehensive Coordinated Early Intervening Services (CCEIS). Your “Notice of FINAL Allocation to LEA’s of Federal Special Education Funds under IDEA for the 2020-2021 School Year” will include a reminder of this requirement.

**Suspension Category: BLACK, Total Number of Students of Race Suspended.
When Relative Risk Exceeds 4.0 Disproportionality Exists.**

Year	<u>A</u> Number BLACK SWD Suspended	<u>B</u> Number BLACK SWD Enrolled on BEDS Day	<u>C</u> Risk of Race for TOTAL, TOTAL Suspension (A/B)	<u>D</u> Number of SWD of Other Races Suspended	<u>E</u> Number of SWD of Other Races Enrolled on BEDS Day	<u>F</u> District Risk of Other Races for TOTAL, TOTAL Suspension	<u>G</u> Statewide Risk of Other Races for TOTAL, TOTAL Suspension	District Relative Risk (C/F) or (C/G)	Was the Alternate Risk Ratio <u>Used?*</u>
2018-2019	161	199	0.80905	84	500	0.168	0.14649	4.816	No
2017-2018	164	200	0.82	78	484	0.16116	0.14405	5.088	No
2016-2017	158	205	0.77073	74	476	0.15546	0.15086	4.958	No

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2018-2019	161	199	0.80905	84	500	0.168	0.14649	4.816	No

Problem of Practice for 2018-2019:

- Black Students with Disabilities (SWDs) in this district were 4.816 times more likely to receive a suspension than Students with Disabilities of all other races/ethnicities combined.

**Suspension Category: BLACK, Total Number of Students of Race Suspended.
When Relative Risk Exceeds 4.0 Disproportionality Exists.**



Year	<u>A</u> Number BLACK SWD Suspended	<u>B</u> Number BLACK SWD Enrolled on BEDS Day	<u>C</u> Risk of Race for TOTAL, TOTAL Suspension (A/B)	<u>D</u> Number of SWD of Other Races Suspended	<u>E</u> Number of SWD of Other Races Enrolled on BEDS Day	<u>F</u> District Risk of Other Races for TOTAL, TOTAL Suspension	<u>G</u> Statewide Risk of Other Races for TOTAL, TOTAL Suspension	District Relative Risk (C/F) or (C/G)	Was the Alternate Risk Ratio Used?*
2018-2019	161	199	0.80905	84	500	0.168	0.14649	4.816	No
2017-2018	164	200	0.82	78	484	0.16116	0.14405	5.088	No
2016-2017	158	205	0.77073	74	476	0.15546	0.15086	4.958	No

★ Problem of Practice for the District:

Over the past three years, Black Students With Disabilities (SWDs) in this district have been approximately 5 times more likely to receive a suspension than Students with Disabilities of all other races/ethnicities combined.

**2019-20 School Year Notification
Disproportionality in Disability Classification of Students for Special Education**

This is to notify you that your district has 2019-20 school year data that indicates a disproportionate representation of racial and ethnic groups in identification of Students with Disabilities with Specific Disabilities. Disproportionality is a result of the over-representation of a specific race or ethnicity in relationship to the overall general education and special education populations of the district and state.

As required by 34 CFR §300.646, your district is required to complete and report on the results of the “Self-Review Monitoring Protocol” relating to the development of Individualized Education Plans (IEPs), the use of positive behavioral interventions and supports, and procedural safeguards. You must ensure that the review and reported results consider the data/population upon which this current notification of disproportionality is based. The self-review protocol will be posted online at <http://www.p12.nysed.gov/specialed/spp/10selfreviewclass-2020.htm>. You must report the results of this review in the PD system at <http://pd.nysed.gov/> (see 2019-20 menu – self-review checklists) no later than October 15, 2020. If revisions to the district’s policies, procedures and practices are required, you must also provide notification/documentation to the Special Education Quality Assurance Office on how and when you publicly report on the revisions to the identified inappropriate policies, procedures, and practices.

The data in the chart below shows disproportionality for each of the last three years for the same race, suspension category and length (or unduplicated total). As a result of these three consecutive years of disproportionality, the district must reserve 15 percent of 2020-21 Individuals with Disabilities Education Act (IDEA) funds (Sections 611 and 619) to provide Comprehensive Coordinated Early Intervening Services (CCEIS) for students in grades K-12. Your “Notice of FINAL Allocation to LEA’s of Federal Special Education Funds under IDEA for the 2020-2021 School Year” will include a reminder of this requirement.

Detailed information on the criteria used to calculate and identify disproportionality can be found at http://www.p12.nysed.gov/sedcar/forms/instructions/spp_criteria/sigdispro1920.html.

Race: BLACK, Other Health Impairment. When Relative Risk Exceeds 4.0 Disproportionality Exists.

Year	<u>A</u> Number BLACK SWD with Other Health Impairment Enrolled on BEDS Day	<u>B</u> Number BLACK Enrolled on BEDS Day	<u>C</u> Risk of Race for BLACK, to be Identified as Other Health Impairment (A/B)	<u>D</u> Number of SWD of Other Races with Other Health Impairment Enrolled on BEDS Day	<u>E</u> Number of Other Races Enrolled on BEDS Day	<u>F</u> District Risk of Other Races for Identification	<u>G</u> Statewide Alternate Risk of Other Races for Identification	Relative Risk (C/F) or (C/G)	Was the Statewide Alternate Risk Used?*
2019-2020	60	1300	0.0462	12	1740	0.0057	0.0287	6.696	No
2018-2019	58	1296	0.0448	10	1685	0.0047	0.0298	7.593	No
2017-2018	55	1312	0.0419	14	1643	0.0030	0.0298	4.929	No

Race: BLACK, Other Health Impairment. When Relative Risk Exceeds 4.0 Disproportionality Exists.




Year	<u>A</u> Number BLACK SWD with Other Health Impairment Enrolled on BEDS Day	<u>B</u> Number BLACK Enrolled on BEDS Day	<u>C</u> Risk of Race for BLACK, to be Identified as Other Health Impairment (A/B)	<u>D</u> Number of SWD of Other Races with Other Health Impairment Enrolled on BEDS Day	<u>E</u> Number of Other Races Enrolled on BEDS Day	<u>F</u> District Risk of Other Races for Identification	<u>G</u> Statewide Alternate Risk of Other Races for Identification	Relative Risk (C/F) or (C/G)	Was the Statewide Alternate Risk <u>Used?</u> *
2019-2020	60	1300	0.0462	12	1740	0.0057	0.0287	6.696	No

 **Problem of Practice for 2019-2020:**

Black students in this district were 6.696 times more likely to be identified with Other Health Impairment than students of all other races/ethnicities combined.

Race: BLACK, Other Health Impairment. When Relative Risk Exceeds 4.0 Disproportionality Exists.

Year	<u>A</u> Number BLACK SWD with Other Health Impairment Enrolled on BEDS Day	<u>B</u> Number BLACK Enrolled on BEDS Day	<u>C</u> Risk of Race for BLACK, to be Identified as Other Health Impairment (A/B)	<u>D</u> Number of SWD of Other Races with Other Health Impairment Enrolled on BEDS Day	<u>E</u> Number of Other Races Enrolled on BEDS Day	<u>F</u> District Risk of Other Races for Identification	<u>G</u> Statewide Alternate Risk of Other Races for Identification	 Relative Risk (C/F) or (C/G)	Was the Statewide Alternate Risk Used?*
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2018-2019	58	1296	0.0448	10	1685	0.0047	0.0298	7.593	No
2017-2018	55	1312	0.0419	14	1643	0.0030	0.0298	4.929	No

 **Problem of Practice for the District:**

Over the past three years, Black students in this district have been an average of 6.5 times more likely to be identified with Other Health Impairment than Students with Disabilities (SWDs) of all other races/ethnicities combined.

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Suspension Category: **WHITE, Suspended Out-of-School for Less than 10 Days.
When Relative Risk Exceeds 3.0 Disproportionality Exists.**

Year	A Number WHITE SWD Suspended	B Number WHITE SWD Enrolled on BEDS Day	C Risk of Race for OUT OF SCHOOL, L10 Suspension (A/B)	D Number of SWD of Other Races Suspended	E Number of SWD of Other Races Enrolled on BEDS Day	F District Risk of Other Races for OUT OF SCHOOL, L10 Suspension	G Statewide Risk of Other Races for OUT OF SCHOOL, L10 Suspension	District Relative Risk (C/F) or (C/G)	Was the Alternate Risk Ratio Used?*
2018-2019	28	261	0.10728	2	33	0.06061	0.03136	3.421	YES
2017-2018	27	275	0.09818	3	35	0.08571	0.03243	3.027	YES
2016-2017	26	240	0.10000	2	37	0.05405	0.03014	3.289	YES

**Suspension Category: WHITE, Suspended Out-of-School for Less than 10 Days.
When Relative Risk Exceeds 3.0 Disproportionality Exists.**

Year	<u>A</u> Number WHITE SWD Suspended	<u>B</u> Number WHITE SWD Enrolled on BEDS Day	<u>C</u> Risk of Race for OUT OF SCHOOL, L10 Suspension (A/B)	<u>D</u> Number of SWD of Other Races Suspended	<u>E</u> Number of SWD of Other Races Enrolled on BEDS Day	<u>F</u> District Risk of Other Races for OUT OF SCHOOL, L10 Suspension	<u>G</u> Statewide Risk of Other Races for OUT OF SCHOOL, L10 Suspension	 District Relative Risk (C/F) or (C/G)	 Was the Alternate Risk Ratio Used?*
2018-2019	28	261	\div 0.10728	2	33	\div 0.06061	0.03136	3.421	YES

Problem of Practice for 2018-2019

White Students with Disabilities (SWDs) in this district were 3.421 times more likely to receive out-of-school suspensions totaling fewer than 10 days when compared to Students with Disabilities of all other races/ethnicities combined ACROSS NEW YORK STATE.

**Suspension Category: WHITE, Suspended Out-of-School for Less than 10 Days.
When Relative Risk Exceeds 3.0 Disproportionality Exists.**



Year	<u>A</u> Number WHITE SWD Suspended	<u>B</u> Number WHITE SWD Enrolled on BEDS Day	<u>C</u> Risk of Race for OUT OF SCHOOL, L10 Suspension (A/B)	<u>D</u> Number of SWD of Other Races Suspended	<u>E</u> Number of SWD of Other Races Enrolled on BEDS Day	<u>F</u> District Risk of Other Races for OUT OF SCHOOL, L10 Suspension	<u>G</u> Statewide Risk of Other Races for OUT OF SCHOOL, L10 Suspension	District Relative Risk (C/F) or (C/G)	Was the Alternate Risk Ratio Used?*
2018-2019	28	261	0.10728	2	33	0.06061	0.03136	3.421	YES
2017-2018	27	275	0.09818	3	35	0.08571	0.03243	3.027	YES
2016-2017	26	240	0.10000	2	37	0.05405	0.03014	3.289	YES

Problem of Practice for the District:

Over the past three years, white Students with Disabilities (SWDs) in this district have been approximately 3 times more likely to receive out-of-school suspensions totaling fewer than 10 days when compared to Students with Disabilities of all other races/ethnicities combined ACROSS NEW YORK STATE.



ACTIVITY: Reviewing Notification Letters and Describing the Problem of Practice

Using the previous slides for reference, describe your district's problem of practice...

- For the current notification year, and
- For consecutive notification years (when applicable).

Exploring Disproportionality Data by Root Cause



Pause & Summarize

- Was your **primary** root cause still applicable, given your review of the data?
- What questions do you still have?

Looking Ahead

Disciplinary Actions	Special Education Processes
The School Discipline Process	The Early Identification and Classification Process
Behavioral Intervention Inventory	Academic Intervention Inventory
Effectiveness of Behavioral interventions	Effectiveness of Academic Interventions
Behavioral Referral Form Review	Academic Referral Form Review
Code of Conduct Review	-

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