New York State Education Department
Office of Special Education
Educational Partnership

Disproportionality Root Cause Analysis

Level 2: Reviewing Process Data

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

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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.

Our Team

Today's Facilitators

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

- Outline the processes that directly relate to the problem of practice: practices, policies, and procedures.

- Assess the gaps and inconsistencies in implementation that contribute to the problem of practice.

- Determine whether the previously identified root cause is directly supported by process 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

Level 2 Analysis: Reviewing Process Data

- Define the practices and policies that _directly impact the outcome data._

- Define the gaps in implementing these practices and policies.

Reviewing Practices, Policies, and Procedures

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
Code of Conduct Review	

Reviewing **Academic** Policies, Practices and Procedures

ACTIVITY: The Early Identification and Classification Process

PURPOSE: To articulate your school or district's early intervention and classification process by considering the path taken by a student who is exhibiting academic and/or behavioral needs in a classroom.

At each stage, what are the...

- Policies and practices?

- Critical questions about bias?

- Gaps in implementation?

ACTIVITY: Academic Intervention Inventory

Activity

PURPOSE: To articulate your school or district's available interventions for a student who is exhibiting an academic need in a classroom.

At each tier, what are the...

- **Available** interventions (by content area)?
- **Timing** of interventions?
- **Location** of interventions?

ACTIVITY: Effectiveness of Academic Interventions

PURPOSE: To articulate the effectiveness of your school or district's available interventions for a student who is exhibiting an academic need in a classroom.

At each tier…

- What are the most effective interventions?

- What supporting evidence points to their effectiveness?

ACTIVITY: Academic Referral Form Review

PURPOSE: To review your school or district's academic referral form(s) in direct relation to outcome data.

- What are the rates of evaluation, referral, and disability classification?

- What information does the form require?

- What are the gaps in translation, interpretation, and application?

Reviewing **Behavior** Policies, Practices and Procedures
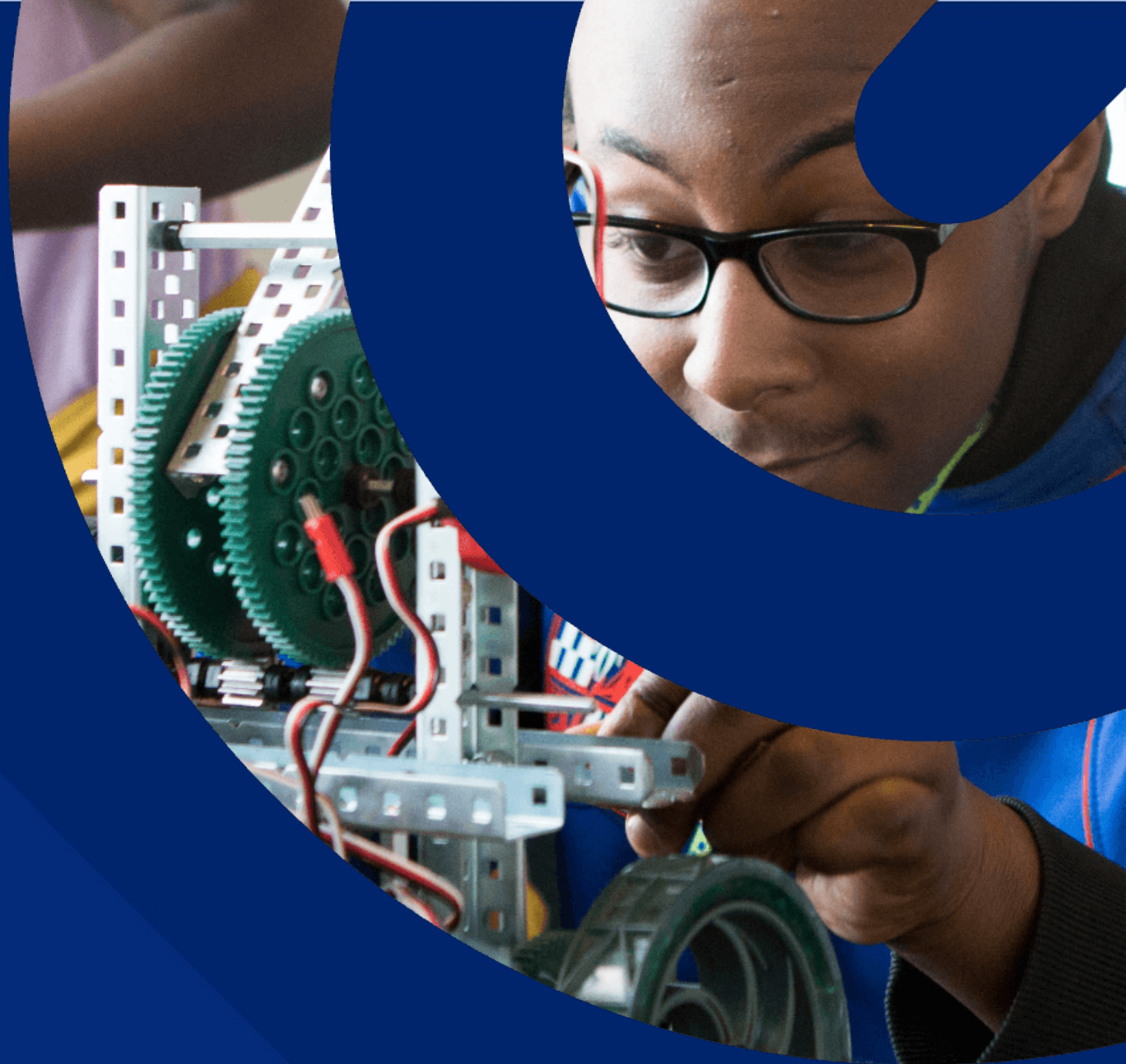
ACTIVITY: The School Discipline Process

PURPOSE: To articulate your school or district's discipline process by considering the path taken by a student who is exhibiting a behavioral need in a classroom.

At each stage, what are the…

• Policies and practices?

• Critical questions about bias?

• Gaps in implementation?

ACTIVITY: Behavioral Intervention Inventory

PURPOSE: To articulate your school or district's available interventions for a student who is exhibiting a behavioral need in a classroom.

At each tier, what waws the…

- **Available** interventions (by content area)?

- **Timing** of interventions?

- **Location** of interventions?

ACTIVITY: Behavioral Intervention Inventory

PURPOSE: To articulate your school or district's available interventions for a student who is exhibiting a behavioral need in a classroom.

At each tier, what are the…

- **Available** interventions (by content area)?

- **Timing** of interventions?

- **Location** of interventions?

ACTIVITY: Effectiveness of Behavioral Interventions

PURPOSE: To articulate the effectiveness of your school or district's available interventions for a student who is exhibiting a behavioral need in a classroom.

At each tier…

- What are the most effective interventions?

- What supporting evidence points to their effectiveness?

ACTIVITY: Behavioral Referral Form Review

PURPOSE: To review your school or district's behavioral referral form(s) in direct relation to outcome data.

- What are the most common reasons for disciplinary referrals?

- What are the most common actions or consequences?

- What are the gaps in translation, interpretation, and application?

ACTIVITY: Code of Conduct Review

Activity

PURPOSE: To review your school or district's code of conduct in direct relation to outcome data.

- What are the most common reasons for disciplinary referrals?

- What are the most common actions or consequences?

- What are the gaps in translation, interpretation, and application?

Reflection: Reviewing Policies, Practices and Procedures

Connect Extend Challenge

Pause & Summarize

Was your **primary** root cause still applicable, given your review of related policies, practices, and procedures?

What questions do you still have?

Contact Us

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Knowledge › Skill › Opportunity