



# Disproportionality Root Cause Analysis

## Level 3: Naming the Root Causes and Identifying Initial Solutions

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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

- Summarize the results of the root cause analysis (Levels 0-2).
- Identify initial solutions to address root causes of disproportionality.
- Reflect upon the process of root cause analysis.

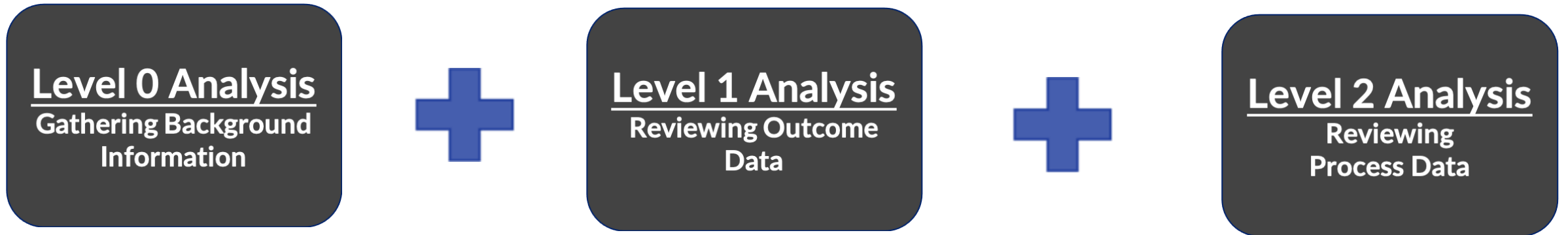
# Norms and Community Agreements

- 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 3 Analysis: Naming the Root Causes

Identify connections between the outcome patterns and the gaps in practice/policy implementation, leading to the root causes of disproportionality.

# Summarizing Root Causes



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Level 3 Analysis: Naming the Root Causes

# ACTIVITY: Summarizing Root Causes of Disproportionality



**PURPOSE:** To reflect upon process gaps that may have the most direct impact on student outcomes and identify preliminary remedies.

- What process gaps did you uncover?
- How do these gaps lead to disproportionate student outcomes?
- What are you currently doing to address these gaps?
- What else can you do to address these gaps?

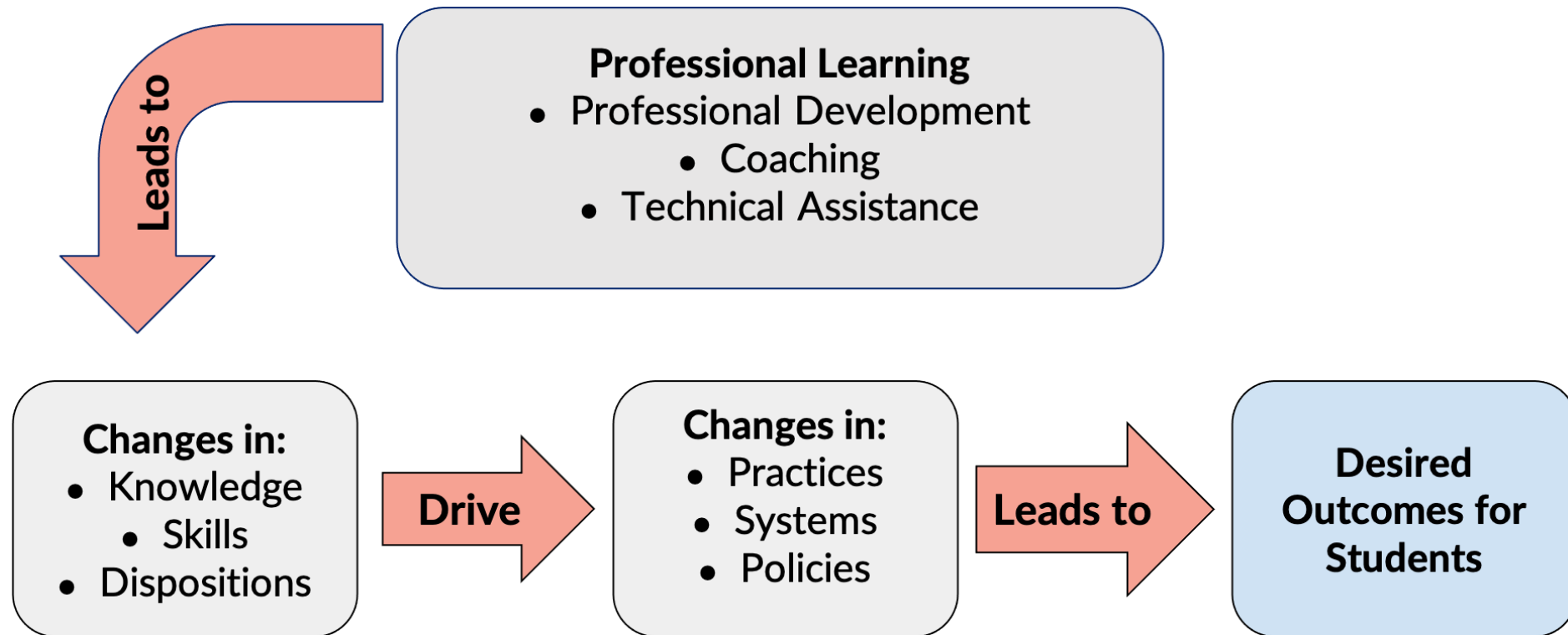


# Reflection: Root Cause Analysis



**Connect Extend Challenge**

# Systemic Improvement through the Pathway for Change



# Contact Us

## TAP for Equity

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