Disproportionality Root Cause Analysis

Level 2: Reviewing Process Data

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

Last updated: 2022/01/14
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Our Team
Today’s Facilitators
New York State Education Department Office of Special Education

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

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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

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

Photo by Allison Shelley/The Verbatim Agency for EDUimages
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

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