Disproportionality Root Cause Analysis

Level 3: Naming the Root Causes and Identifying Initial Solutions

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.
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

Level 0 Analysis: Gathering Background Information

Level 1 Analysis: Reviewing Outcome Data

Level 2 Analysis: Reviewing Process Data

Equals/= 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

Changes in:
- Knowledge
- Skills
- Dispositions

Drive

Changes in:
- Practices
- Systems
- Policies

Professional Learning
- Professional Development
  - Coaching
  - Technical Assistance

Leads to

Desired Outcomes for Students
Contact Us

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