Addressing Racial/Ethnic Disproportionality in Special Education: Technical Assistance Manual for Identifying Root Causes
Equity in Education
Volume 1

Addressing Racial/Ethnic Disproportionality in Special Education:
Technical Assistance Manual for Identifying Root Causes
The Metro Center for Urban Education (herein Metro Center), founded in 1978 by Dr. Lamar Miller and currently led by Dr. Pedro Noguera, addresses educational problems that are national in scope but are brought into sharp focus in large urban areas. The Center promotes an understanding of, and provides services and assistance to, underserved populations (and the educational, governmental, and community agencies that serve them) in order to ensure equity and promote excellence in the educational experiences of children and youth. The Center’s staff of scholars and practitioners is on the front line of educational reform, ensuring equal access to education with high standards of performance and achievement through the excellence of their work and a shared vision of exemplary practice.

Our Mission

The Metropolitan Center for Urban Education is a comprehensive center that focuses on educational research, policy, and practice. We are a partner and resource at the local and national levels in strengthening and improving access, opportunity, and the quality of education in our schools. Our mission is to target issues related to educational equity by providing leadership and support to students, teachers, parents, administrators, and policymakers.
Acknowledgments

The *Equity in Education Volume I: Addressing Racial/Ethnic Disproportionality in Special Education: Technical Assistance Manual for Identifying Root Causes* was developed by the Metropolitan Center for Urban Education under contract with the New York State Education Department (NYSED), contract #007052. Authorization for reproduction is hereby granted to the system of public and state-approved private schools, institutions of higher education, and programs funded by the Office of Vocational and Educational Services for Individuals with Disabilities (VESID) of the New York State Education Department.

We also thank the various practitioners who contributed their feedback in the development of this manual. It is the dialogue with each of them that has greatly enhanced the potential of this document. Finally, we thank Charlene Gurian at NYSED, who has provided substantive support in the development of this tool.
Foreword

On behalf of the Metropolitan Center for Urban Education (Metro Center) housed in the Steinhardt School of Culture, Education, and Human Development at New York University, it is my pleasure to introduce you to the *Equity in Education* manual. Through this publication, we hope to create a tool for practitioners, researchers, and technical assistance providers who are interested in finding ways to expand educational opportunities for all learners. The manual has been “field tested.” It has been developed through several years of research and technical assistance carried out in school districts that are working to find ways to meet the needs of students who have traditionally not been well-served. Our goal in publishing the manual is to provide educators with the means to further educational equity without the support of outsiders so that the work can be sustained over time.

As you peruse the pages of the manual, you will find practical strategies for addressing the ways in which race/ethnicity, gender, socioeconomic status, disability, sexual orientation, and language diversity influence student learning and achievement. As demographic changes transform the composition of our schools, it will be important for educators to obtain new and fresh approaches to meeting the next generation of students.

Since 2000, our national educational policy has called upon schools to produce evidence that *all* children are learning. We realize that many schools are struggling with this challenge, but we are confident that it can be done. With this manual, we hope to contribute to the development of educational practices that will make it possible for a greater number of schools to meet this goal. We believe that schools can address the causes of race and class disparities in student achievement, high dropout rates among low-income, racial/ethnic minority students, and disproportionality in special education, discipline and gifted and talented programs.

This manual can serve as a guide but we also know that ultimately, it will require leadership with vision and commitment and teachers with skills, dedication, and compassion to deliver the change we need. Though small in number, such schools exist already, and their existence is all the proof we need to know that the problem is not the children.

**Dr. Pedro Noguera**  
*Executive Director*  
*Metropolitan Center for Urban Education*  
*Professor, Steinhardt School of Culture, Education, and Human Development*  

April 2009
Contents

Introduction
Overview of Disproportionality vii
Disproportionality in New York State viii
Technical Assistance Center on Disproportionality ix
Overview of Training Modules x
Frequently Asked Questions About the Manual xii

Disproportionality Training Modules

Module A: Understanding Disproportionality
  Trainer's Outline 3
  Trainer's Manual PowerPoint 5
  Module A Handouts 6
  Icebreaker Activity Worksheet 15
  Icebreaker Activity Answers Sheet 16
  Critical Questions Worksheet 17
  Critical Questions — Sample Answers Sheet 18

Module B: Disproportionality Data Repository (DDR)
  Trainer's Outline 22
  Trainer's Manual PowerPoint 23
  Disproportionality Data Repository Manual 24
  Module B Handouts 34
  Data Sorting Rubric 40
  DDR Data Report Analysis Rubric 41

Module C: Examining School Context Policies and Practices
  Trainer's Outline 46
  Trainer's Manual PowerPoint 47
  Module C Handouts 48
  DDR Data Analysis Rubric 56
  Critical Questions Worksheet 57
  Disproportionality Programs, Practices, and Beliefs Data Evidence Chart 59

Module D: Getting to Root Cause
  Trainer's Outline 62
  Trainer's Manual PowerPoint 63
  Module D Handouts 64
  Analyzing Data of Programs, Practices, and Beliefs 71
  Disproportionality Programs, Practices, and Beliefs Data Evidence Chart 72
  Mapping Root Cause Worksheet 75
  Compounding Factors 76
  Research Articles Bibliography 77
  Sample Databook 79
Disproportionality Training Modules (Continued)

Module E: Prioritizing and Selecting Root Causes 86
  Trainer’s Outline 87
  Trainer’s Manual PowerPoint 88
  Module E handouts 96
  Service Plan 97
  Service Plan Worksheet 99
Introduction
Overview of Disproportionality

Public Law 108-446, the Individuals with Disabilities Education Act (IDEA) 2004, requires the State Education Department (SED) to develop and submit a six-year State Performance Plan (SPP) to the Office of Special Education Programs (OSEP) at the U.S. Department of Education (USDOE). The SPP (http://www.vesid.nysed.gov/specialed/spp/plan/contents.htm) is designed to evaluate the state's efforts to implement the requirements and purposes of IDEA and describe how the state will improve results. OSEP has identified three monitoring priorities and 20 indicators relating to the priority areas that must be reported in the SPP. In New York State, part of this process includes the completion of a self-monitoring protocol for identified districts. Districts identified under SPP Indicators #9 and #10a and #10b as having significant disproportionality based on race and ethnicity in the identification of students with disabilities are required to complete this self-review monitoring protocol. The purpose of the self-monitoring tool is for school districts to determine if the disproportionate representation of racial and ethnic groups in special education and related services is the result of inappropriate identification through implementation of the district's policies, procedures, and practices used in the identification of students with disabilities.

Similar to the achievement gap, racial/ethnic disproportionality in special education is a significant equity concern. Across schools in the U.S., Blacks represent 20% of students with disabilities and Latinos nearly 18% (Data Accountability Center, 2007). Meanwhile, Black students represent 15.6% of student enrollment and Latinos 20% (National Center on Education Statistics, 2007). This pattern of disproportionate representation in special education varies across the U.S. For example, Black students have the highest risk of being classified with a disability in the Northwest, Mountain, and Midwest states; Latinos, in New England states like Connecticut and Massachusetts (National Center on Cultural Responsive Education System, 2007). The logical questions regarding such patterns of racial/ethnic disproportionality in special education are as follows: What is it? How does it occur? And how do we address the issue?
Disproportionality in New York State

Disproportionality was first documented over four decades ago (Dunn, 1968). Since then the level of prominence over this issue has varied over the years in Individuals with Disabilities Education Act (IDEA) and Elementary and Secondary Education Act (ESEA) legislation. In 1999, New York State passed the Chapter 405 Laws (hereinafter Chapter 405), which included a provision regarding racial/ethnic disproportionality in special education. The law outlined racial/ethnic disproportionality as an educational concern for the New York State Education Department (NYSED) and delineated seven problem areas of racial/ethnic disproportionality. These problem areas define racial/ethnic disproportionality as classification rates above 15% of overall enrollment population; declassification rates below 5%; placement rates in separate settings (i.e., outside of traditional school setting) above 6%; and statistically significant associations and relative risk ratios above 1.20 as disproportionate. In 2001, NYSED cited 364 (out of 717) districts in one or more of the seven problem areas of racial/ethnic disproportionality. Each subsequent year the numbers varied (see Chart 1).

As a result of requirements in the reauthorization of the IDEA Section 616b, the New York State Education Department outlined its IDEA Part B State Performance Plan (SPP) effective December 2005-2010 (and revisited February 2009). When this was completed, the disproportionality requirements covered under Chapter 405 were placed under the umbrella of the State Performance Plan, along with other school improvement indicators. Also, the measurement of disproportionality changed from 1.2 to 2.5, which meant districts with relative risk ratios of 2.5 or higher were cited for disproportionate representation of racial/ethnic minority groups. See Module A for more information on relative risk.

<table>
<thead>
<tr>
<th>Chart 1: Total number of Districts Cited as Disproportionate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
</tr>
<tr>
<td>364</td>
</tr>
</tbody>
</table>
**Technical Assistance Center on Disproportionality**

In 2004, New York State Education Department awarded the Metropolitan Center for Urban Education (Metro Center) a five-year contract to develop a Technical Assistance Center on Disproportionality (TACD). The intent of this five-year contract (2004-2009) is to build the capacity of school districts and state-funded regional networks working with low-performing school districts to address racial/ethnicity disproportionality in special education. The Metro Center, directed by Dr. Pedro Noguera, provides through this contract a multifaceted technical assistance approach that involves sequential training modules that focus on data-driven root cause identification. Other contract aspects include a Web-based clearinghouse, on-site consultation, summer institutes, and systems change trainings that reduce or eliminate racial/ethnic disproportionality.

This manual is the culmination of over 1,000 hours of training with over 900 practitioners throughout New York State from 2004 to 2008. The manual is intended to provide school districts with a process to identify the root causes of disproportionality in their district and raise educational standards. A major premise of the modules involves understanding **disproportionality as an outcome of policies, practices, and beliefs**. The question is, How does the interaction of policies, practices, and beliefs within a particular district elicit a pattern of disproportionality in special education? At the end of this data-driven process, school districts should have identified policies, practices, and beliefs implicated in their disproportionality pattern—and, more importantly, developed systemwide buy-in and perspective of this equity issue.

If you need technical assistance in addressing disproportionality in your district, you can contact the Technical Assistance Center on Disproportionality, Metropolitan Center for Urban Education, New York University, Steinhardt School of Culture, Education, and Human Development, 726 Broadway, 5th Floor, NY, New York 10003-9502; telephone: 212-998-5100.
Overview of Training Modules

During the first two years of the contract, the Metro Center committed its efforts to training six districts to analyze and interpret their own disproportionality data, determine the root causes of disproportionality, and develop service plans for systems reform to prevent disproportionality from recurring. During the same period, regional technical assistance (TA) providers funded by NYSED were trained by the Metro Center with the tools and strategies necessary to support other districts in these endeavors. By June 2006, all of the districts arrived at root causes and began or completed strategic plans to address them. And in 2007, we began the process again with an additional seven districts cited by NYSED for being disproportionate with racial/ethnic minority students.

The process of analyzing and interpreting disproportionality and arriving at root causes involved five steps. From 2004 to 2008, we conducted these five steps with over 900 practitioners, which included district leadership, teachers, psychologists, content supervisors, social workers, and special education and general teachers. Below are the modules that reflect these five steps.

<table>
<thead>
<tr>
<th>Module A: Understanding Disproportionality</th>
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<tbody>
<tr>
<td>Description</td>
</tr>
<tr>
<td>This module involves participants learning a common definition of disproportionality, understanding data trends at the state and national levels, and outlining a mechanism to interpret an individual district's data summary report.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module B: Disproportionality Data Repository (DDR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description</td>
</tr>
<tr>
<td>This module involves participants gaining an overview and hands-on training of the Disproportionality Data Repository (DDR) Tool. The DDR provides participants an opportunity to examine aggregate data on intervention services (dosage and frequency), referral, reason for referral, classification, placement, and achievement at a building level by race and gender.</td>
</tr>
</tbody>
</table>
After delivering this five-step process with over 900 practitioners, it became apparent that a manual needed to be developed to continue to assist our current districts and other districts.

The structure of the manual is to provide practitioners a pathway for engaging data relevant to disproportionate representation of racial/ethnic minority in special education. The manual is organized by the various Disproportionality Training Modules, each one containing the trainer’s PowerPoint, handouts, resources, and homework assignments. In the back of the manual is a CD that contains these materials. This manual can also be found on our Web site:


Note: There are items in each section that are not included in the table of contents as these items are downloadable documents.

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**Module C: Examining School Context Policies and Practices**

| Description | This module involves participants analyzing various levels of school and community context data and maps the actual policies, practices, and beliefs of early intervening services, referral, classification, and placement. Participants will also identify additional data to collect for the next session based on data interpretation. |

**Module D: Getting to Root Cause**

| Description | This module involves participants analyzing additional policy, practice, and belief data and constructing the root cause map of disproportionality. In addition, participants also receive research articles to review on each identified root cause in order to assist them in connecting their root causes to disproportionality research. |

**Module E: Prioritizing and Selecting Root Causes**

| Description | This module involves participants sharing in a study group format the research regarding their data-based root causes of disproportionality, as well as begin mapping the solutions for addressing the data-based root causes. |
Forming district disproportionality team members: who needs to be sitting at the table?

Addressing equity-based issues is complex and requires gathering information and perspectives from multiple stakeholders. As such, the Metro Center developed District Disproportionality Teams in each district. The role of the team was to collect, analyze, interpret, and identify the root causes of disproportionality. These teams played a vital role in the success of a district arriving at root causes, and the process of examining such data enabled the team to take ownership for addressing the issue of disproportionality and allowing NYU project representatives to serve in the capacity of facilitators.

District disproportionality teams are composed of individuals who interact directly with students. We consider the following individuals as minimum participants of the team:

1. Superintendent or designee
2. Building Leadership: K-12
3. General Education and Special Education Teachers
4. Program Leadership: Special Education, English as a Second Language (ESL), Reading, Math, etc.
5. Review Committee Representatives: Instructional Support Teams, Committee on Special Education, Response to Intervention Team, etc.
6. Union Leadership Representatives
7. Parents and Local Parent Groups
8. Psychologists and/or Social Workers

In addition to having a diverse representation of district roles and responsibilities, it is also important to maintain a district team that reflects the racial/ethnic representation of the district. From the first module to the last, conversations regarding disproportionality will involve answering the question, Why is our racial/ethnic minority population being disproportionately affected by our policies, practices, and beliefs? Ensuring a diverse representation of individuals on this team will allow for different perspectives to be considered in the analysis and interpretation of data.
**How do we get everybody to the table?**

It's important that this process begin with ascertaining buy-in throughout the district on disproportionality as a critical equity issue to resolve. Throughout our work with districts, we developed and modified a general process for getting this buy-in. Below are general steps to assembling district teams:

**Step 1:** Obtain the support of the superintendent and share process and timeline.

A. Agree on process outcomes: *How do we know we are on track?*

B. Agree on implementation process (e.g., number of hours, contacting members, etc.)

**Step 2:** Develop a membership list of stakeholders

A. Outline an outreach process: *How do we get school personnel to participate?*

**Step 3:** Identify individuals who can operate as facilitators of sessions.

**If everyone has different perspectives, how do we start?**

Each person brings with him or her a specific perspective, or what we like to call a “hunch,” about why disproportionality is occurring within the district. Once a team is formed, the first module involves getting to know where everybody is in terms of understanding disproportionality. It’s vital to acknowledge these varying perspectives.

**Do I need to follow the module sequence?**

Yes. From module A to module E, the thread of policies, practices, and beliefs is consistently raised with each data point brought forth by the team. In addition, each module builds upon each other and contains homework for the following module. However, although the modules are built to involve 6 hours of training, district teams may be able to conduct each module at a faster pace depending on the capacity of the team members.

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**Anecdotal Story**

During training module C, a supervisor of intervention services for a district stated, “I noticed that most of our students in special education are attaining level 1 [below basic] on the standardized exam. However, the staff tasked with providing prereferral intervention services was only trained to work with students who are at level 2 and move to level 3 [proficiency]. Our practice did not mirror the need.”

**Policy and Practice Question**

Is your prereferral intervention team versed in working with a range of struggling learners?
Disproportionality
Training Modules
Module A

Trainer’s Manual PowerPoint
Icebreaker Activity Worksheet
Icebreaker Activity Answers Sheet
Critical Questions Worksheet
Critical Questions Sample Answers Sheet
Disproportionality Data Analysis Workbook
Length of Training: 6 hours

Training Objectives: By the end of the workshop, participants will

- Outline a common definition for disproportionality
- Understand national and state performance trends
- Interpret their district data summary report
- Compare disproportionality data with district achievement data

Training Materials

- PowerPoint
- Handouts:
  - New York State Education overview on Disproportionality (download a copy of this document from the following Web site: http://www.vesid.nysed.gov/specialed/spp/chap405.htm)
  - Icebreaker Worksheet
  - Critical Questions Worksheet
- Newsprint and Markers
- District Data Summary Reports (Disproportionality Data Analysis Workbook)

Pretraining Work

Analyze district’s disproportionality data using the Metro Center Disproportionality Data Analysis Workbook. The workbook can be found at the following Web site: http://www.steinhardt.nyu.edu/metrocenter/programs/TACD/tools.html.
Module A: Understanding Disproportionality

Trainer’s Manual
**Module A: Understanding Disproportionality**

**Introductions, overview of agenda, review objectives, and outline common rules of operation.**

Trainer introduces her- or himself. Allow participants to introduce themselves to the group: this includes their name, organization, and responsibilities.

Provide an **overview of the day** by walking team through the agenda. It is important to **review the objectives**. Once objectives have been reviewed, outline common rules of operation. These **common rules** serve as a contract for how we will converse with each other about disproportionality issues, which will involve talking about race/ethnicity. **Write common rules on newsprint.** Finally, create a **parking lot** for those topics that may be a tangent during a specific segment of the training but are relevant to return to at some point during the training.

**Time Allotment:** 25 minutes

**Materials:** PowerPoint, newsprint, and marker

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**Slide 1**

**Slide 2**

**Slide 3**

**Slide 4**
Activity 1

**Time Allotment:** 15 minutes

**Materials:** Icebreaker worksheet

**Icebreaker (Slide 5)**

The purpose of the icebreaker is to prepare the group for thinking about the different elements that define disproportionality. This activity provides an opportunity for the group to think about the issues without feeling that one individual is at fault. *An answer sheet is provided to help to guide the conversation.*

**Instructions:** Each participant will receive the icebreaker sheet and take about 5 minutes to complete it. After 5 minutes, ask for some individuals to share their answers. Ask the whole group probing questions such as, *Is there information you did not know? What are the core questions/concerns you have regarding disproportionality?* Make sure to encourage the group to raise questions about the operation of the school process and its implication in disproportionality. Chart discussion on newsprint.

**Slide 6**

Activity 2

**Time Allotment:** 5-10 minutes

**Materials:** Blank paper, pens/pencils

**Instructions:** Each individual will write down his or her definition of disproportionality. Ask individuals to share their definitions. Encourage discussion among team members—ask probing questions such as, *What are some of the commonalities? What are some of the differences? What’s missing? (Slides 7 and 8)*

**Trainer’s Commentary:** Our discussion today will require that we think out of the box. Sometimes that may mean stepping out of our comfort zone of what we think we know and understand.
What is disproportionality?
This section of the module involves providing teams an overview of federal, state, and district definitions of disproportionality. The latter two educational agencies (state and district) maintain definitions that mirror the federal definition outlined in IDEA 2004 reauthorization (http://idea.ed.gov/download/statute.html). This federal definition points to the numerical representation of ethnic minority groups in special education programs and other instructional programs.

What is disproportionality? How do we measure it? (Slides 11-13)
There are various measurement tools used for calculating disproportionality (e.g., relative risk ratio, chi-square, and composite index). Relative risk ratio calculates the risk of ethnic minority groups being classified and/or placed in special education in comparison to other groups.

Trainer’s Commentary: Relative risk ratio in simplest terms is a ratio of ratios. It allows one to specifically answer the question of how much more likely it is that a student from a particular racial or ethnic group, in a given setting, will receive a certain classification and/or placement than will students from all other racial and ethnic groups in that setting. For example, if a particular racial or ethnic group’s risk ratio is 2.0, it means that students from that racial or ethnic group are twice as likely to receive a certain classification than all other students.
Why pay attention to disproportionality? (Slide 14-16)

The intent of these slides and discussion is to offer the “big picture” significance of disproportionality.

**Trainer’s Commentary:** The intent of special education is to provide services for students experiencing causative, social, emotional, and physical challenges that minimize learning goals. **Special education is a service, not a placement.** Unfortunately as educators, our policies, practices, and beliefs often denote special education as a placement.

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**Relative Risk Ratio**

What is the risk of identification as MR* for Black students, compared to the risk for White students?

Black students are 2.40 more likely than White students to be identified as MR*.

*mentally retarded

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**Relative Risk Example**

<table>
<thead>
<tr>
<th>Relative Risk Calculation:</th>
<th>Risk for Black students:</th>
<th>Risk for White students:</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.0178</td>
<td>Black MR 205,590, 11,564,606</td>
<td>White MR 308,243, 416,771,580</td>
</tr>
<tr>
<td>0.0074&lt;2.40</td>
<td>All Black Students 11,564,606</td>
<td>All White Students 416,771,580</td>
</tr>
</tbody>
</table>

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**Intent of Special Education**

- Provides intervention services
- Provides parity in educational services
- Ensures equitable opportunity and access for every child to be academically successful
- Ensures equitable social mobility
Module A: Understanding Disproportionality

**What contributes to disproportionality? (Slides 18-19)**

**Trainer’s Commentary:** Research on disproportionality outlines three major factors involved in causing disproportionality among racial/ethnic minority students: beliefs, policies, and practices. A belief refers to the ideas/notions educators maintain regarding culture, race, ethnicity, and poverty. Research notes that these beliefs can resonate in teacher expectations, school practices, and policy application. A policy refers to the district/school policies that regulate school process. However, this factor is focused on the manner in which the policy is constructed and applied, which may affect the disproportionate representation of ethnic minority groups in special education (for example, disciplinary action policies, policies on parent involvement in the special education process, policies on the referral process, etc.). A practice refers to the instructional practices, which include curricula that are intended for all students. This factor contributes to disproportionality through the level of access made available to racial/ethnic minority students relative to White students (for example, access to gifted and talented classes, cooperative grouping opportunities, culturally responsive teaching and classroom management, etc.).

**Slide 18**

![Graph showing Likelihood of Placement in a Correctional Institution for Blacks and Latinos with disabilities compared to Whites]

**Likelihood of Placement in a Correctional Institution for Blacks and Latinos with disabilities compared to Whites**

<table>
<thead>
<tr>
<th>Race</th>
<th>Likelihood of Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>4.13</td>
</tr>
<tr>
<td>Latino</td>
<td>1.66</td>
</tr>
</tbody>
</table>

**US DOE: Office of Special Education Programs 2001**
Module A: Understanding Disproportionality

Slide 19

Activity 3

Time Allotment: 35-45 minutes

Materials: Critical Questions worksheet, newsprint, and marker

Critical Questions worksheet (Slide 20)

The purpose of this activity is to have teams examine the current practices, policies, and beliefs embedded in their special education referral process.

Slide 20

Instructions: Teams will break into 5 groups. Each group will receive the Critical Questions worksheet. Each group will consider the 5 boxes on the worksheet and create questions for the empty boxes regarding steps in the classification process. Ask each group to report out on one box to the entire team and chart the responses for each box on the newsprint.

Part II: National and State Trends (Slides 21-22)

Part II of the module provides an overview of the national and state trends in disproportionality and achievement.

Slide 21

Trainer’s Commentary: The federal government has been tracking disproportionality since the late 1960s. It has become a critical point of concern over the last decade because of several factors: federal legislation mandates attention to the issue; the achievement gap demonstrates some of the implications of disproportionality; the lack of educational equity and access for ethnic minority students is revealing areas of the educational process that do not work for these groups; and advances in technology among (State Education Agency (SEAs) and Local Education Agency (LEAs) allow for better examination of disproportionality.

Slide 22

Equity in Education 12

Disproportionality Is Not New

- Disproportionality has been a national concern for over four decades (cited text)

Why Now

- Legislation, e.g., NCLB, IDEA
- Achievement Gap
- Educational Equity and Access
- Technology
Module A: Understanding Disproportionality

**Trainer’s Commentary:** Slides 23-42 highlight the national achievement and access gap. In order to acquire more recent data, please check the National Center Education Statistics (NCES) Web site for the latest National Assessment of Educational Progress (NAEP) report: http://www.nces.ed.gov.

**Slide 23**

**Trainer’s Commentary:** The New York State picture mirror the national picture. **Note:** Slides 43-49 highlight the New York State achievement and access gap. Ask probing questions to teams regarding the slides—e.g., what do the slides tell us? How does the information relate to our policies, practices, and beliefs?, etc.

Go to your state’s Department of Education Web site: http://www.nces.ed.gov/nationsreportcard/states. Also, use your district achievement report cards to create similar achievement slides.

**Part III: What Is the Disproportionality in Your District?**

Now that we have provided the national and state landscape of disproportionality, we turn to our local/school district data report. The district data summary report provided by Stated Education Department (SED) outlines the type of disproportionality identified in the district. **Note:** Provide teams with the Disproportionality Data Analysis Workbook that contains the overview of Indicators 9 and 10. This segment of the training will involve reviewing the data in the Data Analysis Workbook. This book can be accessed from our Web site: http://www.steinhardt.nyu.edu/metrocenter/programs/TACD/tools.html.

**Activity 4**

**Time Allotment:** 2 hours

**Material:** Data Analysis Workbook

**Slide 50**
Module A: Understanding Disproportionality

Trainer’s Commentary (Slides 51-52): The State Performance Plan Indicators #9 and #10a and 10b show significant disproportionality based on race and ethnicity in the identification of students with disabilities and are required to complete this self-review monitoring protocol. The purpose of the self-monitoring tool is for school districts to determine if the disproportionate representation of racial and ethnic groups in special education and related services is the result of inappropriate identification through implementation of the district’s policies, procedures, and practices used in the identification of students with disabilities.

Trainer’s Commentary: The following (Slides 51-52) provide a definition of each indicator.

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State Performance Plan Indicator # 9

- Percent of district's with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

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Slide 51

State Performance Plan Indicators # 10a and #10b

A. Percent of district's with disproportionate representation of racial/ethnic groups in specific disability categories that is the result of inappropriate identification.

B. Percent of district's with disproportionate representation of racial/ethnic groups in special education placements that is the result of inappropriate policies, procedures, and practices.

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Slide 52

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Trainer’s Notes: Recap the training by reviewing information you have captured. Ask probing questions such as, What new knowledge have you gained? You may also use this time to revisit items from the parking lot, if relevant.

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Slide 53

Homework material: Data Analysis Workbook—Referral Worksheet

Trainer’s Commentary: Over the next several module meetings, we will be looking at different types of data in order to understand your district's disproportionality data. The homework assignment for the next module is to prepare your referral to classification data. Using the Referral worksheet in your Data Analysis Workbook, please provide data for each cell.

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Slide 54

Trainer’s Notes: Ensure team members fill out the evaluation form. Collect sign-in sheets.

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Equity in Education 14
Module A: Understanding Disproportionality

Module A Handouts
Please answer True or False to the following questions: T or F

1. Poverty alone is the cause of disproportionality. ______

2. States are required to collect data about disproportionality in accordance with Section 618 of the Individuals with Disabilities Education Act (IDEA). ______

3. Exposure to lead paint is the main cause of disproportionality. ______

4. It becomes difficult to assess disproportionality when you have a high proportion of one racial group. ______

5. Identifying issues of disproportionality will mean that your school will probably close. ______

6. Disproportionality stems solely from too many students receiving special education services. ______

7. Solving issues of disproportionality will require help from the entire community—schools, businesses, churches, government, and others. ______

8. Asian and White students who receive special education services are twice as likely to graduate with diplomas than their Black and Latino counterparts. ______

9. Disproportionality is a problem in just a handful of states across the country. ______

10. The majority of students receiving special education services leave school without earning a diploma. ______
Please answer True or False to the following questions:  

1. Poverty alone is the cause of disproportionality.  

   F

2. States are required to collect data about disproportionality in accordance with Section 618 of the Individuals with Disabilities Education Act (IDEA).  

   T

3. Exposure to lead paint is the main cause of disproportionality.  

   F

4. It becomes difficult to assess disproportionality when you have a high proportion of one racial group.  

   F

5. Identifying issues of disproportionality will mean that your school will probably close.  

   F

6. Disproportionality stems solely from too many students receiving special education services.  

   F

7. Solving issues of disproportionality will require help from the entire community—schools, businesses, churches, government, and others.  

   T

8. Asian and White students who receive special education services are twice as likely to graduate with diplomas than their Black and Latino counterparts.  

   T

9. Disproportionality is a problem in just a handful of states across the country.  

   F

10. The majority of students receiving special education services leave school without earning a diploma.  

   T

Equity in Education 17
Module A Tool: Critical Questions Worksheet

Purpose: To consider the path taken by a student who may eventually be classified as a student with disability.

Directions: Please discuss this student's journey through the classification process and write down important questions that you think must be asked at each step below. What are the questions we could ask during the process of classification to ensure appropriate classification and placement?

1. **Student is in the general education population. Student exhibits an academic and/or behavioral need. Teacher and/or parent requests a referral to have student assessed.**

   **Questions we should ask:**
   - Is the student's behavior impacting their ability to learn and succeed?
   - Are there any specific accommodations that could be made?
   - Have previous referrals been considered?

2. **School-based committee considers student’s referral.**

   **Questions we should ask:**
   - How was the referral determined?
   - Were there any concerns from the student, their parents, or peers?
   - Does the student have any prior educational records that could be reviewed?

3. **Student is evaluated by a specialist depending on the need that is exhibited. Student's eligibility for receiving special education services is determined.**

   **Questions we should ask:**
   - What specific areas of difficulty is the student experiencing?
   - How will the evaluation process be conducted?
   - What criteria will be used to determine eligibility?

4. **Student receives an Individualized Education Program (IEP), which is then implemented.**

   **Questions we should ask:**
   - What are the goals and objectives stated in the IEP?
   - Are the accommodations and services appropriate for the student's needs?
   - How will progress be monitored and measured?

5. **Annually, the student’s IEP must be reviewed and revised where appropriate. At least once every 3 years, the student must be reevaluated to see if she or he should remain in special education.**

   **Questions we should ask:**
   - Is the student making progress toward the goals set in the IEP?
   - Are there any changes in the student's needs that require a new IEP?
   - How will the student's needs be reassessed at the next review?
Module A Tool: Critical Questions—SAMPLE ANSWERS SHEET

Purpose: To consider the path taken by a student who may eventually be classified as a student with disability

Directions: Please discuss this student's journey through the classification process and write down important questions that you think must be asked at each step below. What are the questions we could ask during the process of classification to ensure appropriate classification and placement?

Student is in the general education population. Student exhibits an academic and/or behavioral need. Teacher and/or parent requests a referral to have student assessed.

Questions we should ask:
- If the need is academic/learning-based, what interventions were conducted? And what are the results?
- If behavioral, is it developmental?
- Is it a classroom management issue?

School-based committee considers student's referral.

Questions we should ask:
- Who makes up this team?
- Do team members know this child? If not, who does?
- Are the parents a part of this process?
- Are there cultural issues we are not considering?
- How did the child respond to interventions? Are there other interventions to try? How do we support teachers in conducting the interventions?

Student is evaluated by a specialist depending on the need that is exhibited. Student's eligibility for receiving special education services is determined.

Questions we should ask:
- What is the nature of the evaluation?
- Is the assessment culturally appropriate?
- Were the instructional intervention services appropriate? Enough?
- Can we discount lack of adequate/appropriate instruction as a contributing factor?

Student receives an Individualized Education Program (IEP), which is then implemented.

Questions we should ask:
- Are teachers following what is written in the IEP?
- Are teachers discussing how the IEP is working for the child?
- What is the exit plan?

Anually, the student's IEP must be reviewed and revised where appropriate.

Questions we should ask:
- Did the student make important gains in learning?
- How can we help this child achieve?
- Would a less restrictive environment be more appropriate given changes/progress?
- Can we declassify this child? If declassifying, are there instructional supports for teachers to understand declassification process of child?

At least once every 3 years, the student must be reevaluated to see if she or he should remain in special education.
Module B

Trainer’s Manual PowerPoint
Disproportionality Data Repository Manual
Data Sorting Rubric
Disproportionality Data Repository
DDR Data Report Analysis Rubric
Module B: Disproportionality Data Repository

Length of Training: 6 hours

Training Objectives: By the end of the workshop, participants will

- Review disproportionality questions
- Utilize the disproportionality tool to collect data on disproportionality
- Effectively analyze and interpret building level reports generated through the DDR CD Access file
- Agree on the homework assignment
- Review referral to classification data

Training Materials

- PowerPoint
- Handouts:
  - Disproportionality Data Repository (DDR) Manual
  - Data Sorting Rubric
  - DDR Data Report Analysis Rubric
- Newsprint and markers

Pretraining Work

Module B focuses on uncovering patterns specific to the provision of prereferral intervention services. This module is an overview of the DDR tool. Manipulate the DDR tool prior to conducting it in order to gain familiarity and comfort with the tool. Also, the referral worksheets in the Data Analysis Workbook may suffice in gathering information on what happens from referral to classification, thus not necessitating this module.

Although we consider the examination of prereferral intervention services critical, it does involve several weeks of collecting, entering, analyzing, and interpretation. The Metro Center has also developed a Data Analysis Workbook that contains a section on referral to classification, which would allow for a cursory analysis of the referral process. The workbook can be found at the following Web site: http://www.steinhardt.nyu.edu/metrocenter/programs/TACD/tools.html. The referral section can be used in lieu of doing the DDR, which is a much deeper analysis of prereferral and referral processes.
Module B: Disproportionality Data Repository (DDR)

Trainer’s Manual
Module B: Disproportionality Data Repository

Introductions, overview of agenda, review objectives, and outline common rules of operation.

Trainer introduces her- or himself. Allow participants to introduce themselves to the group: this includes their name, organization, and responsibilities.

Provide an overview of the day by walking team through the agenda. It is important to review the objectives. Once objectives have been reviewed, outline common rules of operation. These common rules serve as a contract for how we will converse with each other about disproportionality issues, which will involve talking about race/ethnicity. Write common rules on newsprint. Finally, create a parking lot for those topics that may be a tangent during a specific segment of the training but are relevant to return to at some point during the training.

Time Allotment: 25 minutes

Materials: PowerPoint, newsprint, and marker

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Part I: Review Module A Findings

Time Allotment: 30-40 minutes

Part I of this module engages teams in discussing what they gathered from the first module. This includes giving teams an opportunity to articulate their own definition of disproportionality; the various ways in which disproportionality is calculated; and the connection between disproportionality and achievement.

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Slide 1

Slide 2

Slide 3
Module B: Disproportionality Data Repository

Activity 1

Time Allotment: 5-10 minutes

The purpose of this round-robin activity is to have team members discuss the major new learnings from Module A. **Note:** You can go back to Module A to review the SPP overview and your district’s achievement data.

**Instructions:** Ask individuals to share their new learnings from Module A, as well as everything they have considered since the last training. Encourage discussion among team members—ask probing questions such as, *Why did that resonate for you?*

**Trainer’s Commentary:** The following slides represent the major findings from Module A. **Note:** Insert your district’s data into Slides 5-11. We have inserted sample data as a guide.

The major question to convey is, **What do these outcomes reflect about the trajectory of all children, specifically Black and Latino students?** An important concept to pose for example: Is the instruction responsive to the district’s populations? If Black students are classified, then is the instructional program meeting their needs? Additionally, if Latino students are able to perform well in math and science, then it is not an issue of learning capacity, but rather it raises a question about the English Language Arts (ELA) instruction program. *(Slides 5-11)*
**Trainer’s Commentary:** A high percentage of elementary level students perform at or above proficiency in math and ELA. By the time they get to middle school, these percentages decrease. An important question to ask is, *What other factors are occurring on the middle school level? Why are fewer students attaining proficiency?*

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**Slide 8**

**Achievement by Race and SWD at the Elementary Level**
- 45% of 4th-grade SWD students and 85% of GE students score at or above proficiency in ELA.
- 60% of 4th-grade Black students, 69% of Latino students, and 75% of White students are at or above proficiency in ELA.
- 80% of GE students and 70% of SWD in 4th grade are at or above proficiency in math.
- 70% of 4th-grade Black students, 75% of Latino students, and 90% of White students score at or above proficiency in math.

**Slide 9**

**Achievement by GE and SWD at the Middle Level**
- 60% of 8th-grade GE students and 15% of SWD students are at or above proficiency in ELA.
- 30% of 8th-grade SWD and 55% of GE students are at or above proficiency in math.

---

**Slide 10**

**Race and Achievement at the Middle Level**
- 40% of 8th-grade Black students, 47% of Latino students, and 60% of White students are at or above proficiency in ELA.
- 45% of 8th-grade Black students, 40% of Latino students, and 73% of White students are at or above proficiency in math.

**Slide 11**

**What Did We Answer?**
- What is disproportionality?
- How is it calculated?
- What is the achievement by race and SWD?
Module B: Disproportionality Data Repository

Training’s Commentary: The DDR is constructed to only look at aggregate level of data regarding classified students. The purpose is to analyze the prereferral to referral process, which involves gleaning whether there is a particular pattern by race and gender that may indicate an area of the referral process that necessitates further exploration.

Disproportionality Data Repository
- Deconstructs data related to overrepresentation.
- Provides opportunity to analyze classification process.
- Answers key questions:
  - What patterns emerge in the classification process?
  - Do these patterns suggest an association that leads to disproportionality?

Slide 13

Part II: Collecting Student Level Data

Time Allotment: 45 minutes

Part II of the module involves providing teams with an overview of the DDR.

Slide 14

Further Questions to Answer:
- Layer 1: How does disproportionality occur in each school building?
- Layer 2: How do Black and Latino students experience school?

Slide 15

Training’s Commentary: Let’s begin with outlining the 8 categories of the tool. The first category, Overall Analysis, provides an overview of the total number of students inputted in the other categories. The second category, Prereferral/Early Interventions, captures the type and dosage of the interventions provided to students. The third category, Referral, captures the originator of the referral. The fourth category, Reason for Referral, captures the types of referrals (e.g., behavioral, language, learning). The fifth category, Classified, captures the type of classification students received. The sixth category, Placement, captures the type of educational setting students are placed in (e.g., less than 20%, 20-60%, and more than 60%). The seventh category, Classification Origin, captures whether the students came into the district or school already classified and whether the students were sent out of the school or district classified. The eighth category, Achievement, captures the achievement levels at the 4th-, 8th-, and 9th- through 12th-grade levels in ELA and Math.
Module B: Disproportionality Data Repository

Slide 16

**Trainer’s Commentary:** The following categories are further outlined in the DDR manual. Category 1 provides an overall analysis of special education in relation to the overall population.

**Slide 17**

**Trainer’s Commentary:** Category 2 provides the type and dosage of interventions classified students receive: academic only, behavioral only, and social services only are organized in such a way to examine these interventions separately from others; however, teams may choose to ignore the label and input the interventions without separating them.

**Slide 18**

**Trainer’s Commentary:** Category 3 focuses on the committee or individual who reviewed the referral in addition to whether parents made any referrals.

**Slide 19**

**Trainer’s Commentary:** Category 4 provides the types of reasons for referral.

**Slide 20**
**Module B: Disproportionality Data Repository**

**Trainer's Commentary:** Category 5 focuses on the type of classification students received.

**Category 5: Classified**
- Classification and Evaluation of students
  - Classified
  - Evaluated
  - Academic only
  - Behavioral only
  - Physical only
  - Language only
  - Multiple

**Slide 21**

**Trainer's Commentary:** Category 6 focuses on the type of placement students received.

**Category 6: Academic Placement Settings**
- Less than 20%
- 20% to 60%
- More than 60%

**Slide 22**

**Trainer's Commentary:** Category 7 focuses on the origin of the classification. This is intended to capture the number of students who came into the district/school already classified.

**Category 7: Classification Origin**
- Students who moved into the school/district classified.
- Students who moved out of the school/district classified

**Slide 23**

**Trainer's Commentary:** Category 8 focuses on the achievement levels of students by grade and content areas. **Note:** these levels represent New York State proficiency levels 1-2 (below proficiency) and 3-4 (proficiency).

**Category 8: Achievement**
- ELA 1-2
- ELA 3-4
- Math 1-2
- Math 3-4
- Regents
  - English
  - Math A

**Slide 24**

**Trainer's Commentary:** The following slide is intended to prompt discussion around the types of outputs the DDR tool will provide.

**Results of Disproportionality Data Repository Will Help Us Understand**
- Patterns in the referral process by race/ethnicity
- Patterns in the provision of prereferral process

**Slide 25**
Module B: Disproportionality Data Repository

Trainer’s Commentary: The data entry process for the tool is cumbersome, and there are various elements to the process.

Data Sources Necessary for Data Entry
- Information on current students with IEP
  - Interventions received
  - Reasons for referral
  - Classification
  - Placement

Data Repository Tool Manual

Slide 26

Data Entry Process
- Enter data on students classified in a specific year.
- Data entered will be at the aggregate level

Slide 27

Trainer’s Commentary: The DDR is intended to peel back the layers of issues occurring in the referral process. The tool provides a step-by-step process of entering the data into the DDR.

Slide 28

Part III: Begin Lab Training

Time Allotment: 30-45 minutes

Materials: Laptops or computer lab and DDR tool and Manual

During this part of the training, teams can move to a lab to manipulate the DDR, or a demonstration can be held in front of a large group.

Instructions: Follow the instructions on the DDR Manual (at the end of this module) for this section.

Part III: Begin Lab Training

Slide 29
Module B: Disproportionality Data Repository

**Part IV: Disproportionality Data Repository Reports**

The focus of this section of the training is to have teams practice analyzing data generated from the DDR tool. **Note:** You will be required to print a sample report. The manual will guide you on how to do this. Instructions can be found at the end of the manual under the *Generating Disproportionality Reports* section.

**Slide 30**

*Trainer’s Commentary:* Be sure the data in the categories can be viewed by race and gender and that output consists of a Microsoft Excel report.

**Slide 31**

- Types of Reports
  - 8 Categories by race and gender
  - Excel reports

**Slide 32**

- Piloting of Data Repository

**Slide 33**

*Trainer’s Commentary:* The homework assignment is for teams to preselect a small sample of students (Black, White, Latino, and Asian) to input into the tool.

**Activity 2**

**Time Allotment:** 20-35 minutes

**Materials:** Sample reports, DDR Report Analysis Rubric, (Data Sorting Rubric)

**Instructions:** Teams will divide into groups of 4 or 5 and review 1 of the sample reports and practice answering the questions on the *DDR Report Analysis Rubric*.

**Note:** the *Data Sorting Rubric* can also be used to assist with answering these questions.
Module B: Disproportionality Data Repository

**Homework Assignment**
- District/region team will input data for one selected school.
- Ideal timeframe for data entry: 4-6 weeks

**Slide 34**

*Trainer’s Notes:* Recap the training by reviewing information you have captured. Ask probing questions such as, What new knowledge have you gained? You may also use this time to revisit items from the parking lot, if relevant.

**Wrap-up Conversation**
- Further areas of interest (i.e., policies, practices, beliefs) based on today’s training.
- Potential barriers.

**Slide 35**

*Trainer’s Notes:* Ensure team members fill out the evaluation form. Collect sign-in sheets.

**Evaluate Training**

**Slide 36**
Disproportionality Data Repository (DDR) Manual
The Disproportionality Data Repository (DDR) is a tool for examining disproportionality in special education. The tool will allow schools/districts to closely examine the referral process. The DDR is an Access database of targeted data in 8 categories: overall analysis, prerereferral/early interventions, referral, reason for referral, classified, academic placement settings, classification origin, and achievement. The tool contains fields for data in each of these 8 categories by race and gender of Black, White, Latino, and Asian students. Also, the tool contains fields for data at the district level, school level, and grade level. The district wide data focuses on overall enrollment and special education enrollment across the district. The school-level data focuses on grade-level data in the 8 categories. Finally, the DDR generates reports on patterns by race/ethnicity and gender within and across the 8 categories: for example, the average length and number of early interventions provided to Black, White, and Latino and Asian males in each grade level.

History
The DDR emerged from the work of two statewide projects by the Metropolitan Center for Urban Education on examining disproportionality in special education: New Jersey State Education Department’s Minority Special Education and New York State Education Department’s Chapter 405. Currently, the Metro Center is in the process of updating the DDR based on the piloting of January to June 2006. Both projects entailed working with districts and regions throughout the states on identifying how disproportionality occurs. The findings of these projects outlined areas of the referral process that enabled the disproportionate classification and placement of Black and Latino students in special education. These elements of the referral process are the basis for the 8 categories of the DDR.

Before You Begin
Be sure your computer is equipped with Windows XP Operating System (Professional Edition), which includes Access 2003. Load the CD and wait for the drive to open on your computer.

Right click on the data to copy and paste it onto the desktop. Then double-click on the application on the desktop. You will see a Security Warning message box appear; click Open. The main switchboard box (Disproportionality Data) will appear. Click once on Data Entry.

Eight Categories
The categories require a myriad of data. The following is an overview of the data captured in each category.

1. Overall Analysis
2. Prerereferral/Early Interventions
3. Referral
4. Reasons for Referral
5. Classified
6. Academic Placement Settings
7. Classification Origin
8. Achievement

Data Preparation
The data for the DDR must be arranged into race and gender categories. In other words, the files should be organized into the following categories: Black male, Black female, White male, White female, Latino male, Latino female, Asian male, and Asian female. The current version of the tool only captures aggregate data. A system of aggregating data from the files must be performed. The attached data sorting rubric is built to allow for such aggregate tabulation.
Opening the DDR

The front page of the DDR is the **main switchboard**. The main switchboard operates as the main menu for the database. This page will allow you to commence data entry, generate reports, edit the list of schools, and exit the switchboard.

### Data Entry

#### Prereferral/Early Interventions

1. Click **Prereferral/Early Interventions**.
2. Select School from drop-down menu next to **School**.
3. Enter data on interventions according to each column and by race and gender. (**Note: Total number of interventions refers to the total number of interventions of all students together. Total weeks of interventions refers to the total number of weeks of interventions of all students together.**)
4. Click **Page 2** tab under **School**.
5. Enter data on types of interventions. (**Note: Academic Only refers to interventions focused on academic skills in content areas, e.g., reading comprehension, math computation, tutoring, etc. Behavioral Only refers to interventions focused on student behavior, e.g., changing student seating, suspensions, etc. Social Services Only refers to interventions that focus on home and student, e.g., parent conferences, counseling, etc. Multiple refers to students receiving more than one intervention.**)
6. Once data has been entered, click the close button in the right corner of program.

#### Referral

1. Click **Referral**.
2. Select School from drop-down menu next to **School**.
3. Enter grade number in **Grade** cell.
4. Enter data on students referred to CST, IST, or CST/IST and number of students referred by a parent by race and gender. (**Note: CST refers to all students who were referred to a Committee on Special Education Team. IST refers to students who were solely referred to an Instructional Support Team. CST/IST refers to students who were referred to both a CST and IST team. Parent refers to students referred by a parent.**)
5. Once data has been entered, click the close button in the right corner of program.

#### Reasons for Referral

1. Click **Reasons for Referral**.
2. Select School from drop-down menu next to **School**.
3. Enter data on the reasons for referral by race and gender. (**Note: Academic Only refers to reasons for referral focused on academic skills in content areas, e.g., reading and math computation, low reading skills, etc. Behavioral Only refers to reasons for referral focused on student behavior, e.g., emotional outbursts, following directions, etc. Physical Only refers to reasons for referral that focus on students' physical abilities, e.g., hearing, sight, etc. Language Only refers to reasons for referral that focus on students' speech abilities. Multiple refers to students receiving more than one reason for referral.**)
4. Once data has been entered, click the close button in the right corner of program.
Module B: Disproportionality Data Repository

**Classified**

1. Click **Classified**.
2. Select School from drop-down menu next to **School**.
3. Enter data on the students who were classified and evaluated and the types of classification they received by race and gender. *(Note: Classified refers to students who received a classification or an IEP. Evaluated refers to students who were evaluated for special education needs. Academic Only refers to students who solely received an LD classification. Behavioral Only refers to students who solely received an ED classification. Physical Only refers to students who solely received an OHI classification. Language Only refers to students who solely received an SI classification. Multiple refers to students who received multiple classifications.)*
4. Once data has been entered, click the close button in the right corner of program.

**Academic Placement Settings**

1. Click **Academic Placement Settings**.
2. Select School from drop-down menu next to **School**.
3. Enter grade number in **Grade** cell.
4. Enter data on the type of academic placement setting (less than 20, 20-60, or more than 60) of students who were classified by race and gender. *(Note: Less than 20 refers to classified students placed in the least restrictive settings. 20-60 refers to classified students placed in resource room settings. More than 60 refers to classified students placed in self-contained settings.)*
5. Repeat the previous instructions for each grade.
6. Once data has been entered, click the close button in the right corner of program.

**Classification Origin**

1. Click **Classification Origin**.
2. Select School from drop-down menu next to **School**.
3. Enter data on students moving in and out of the district with classification by race and gender. *(Note: Students who moved into school classified refers to students who entered with a classification. Students who moved out of school classified refers to students who exited the school with a classification.)*
4. Once data has been entered, click the close button in the right corner of program.

**Achievement**

1. Click **Achievement**.
2. Select School from drop-down menu next to **School**.
3. Enter data on students scoring in levels 1-2 and 3-4 for the ELA and Math exams, and students passing or failing the English and Math Regents. *(Note: ELA 1-2 refers to classified students who scored level 1 or 2 on the ELA exam. ELA 3-4 refers to classified students who scored level 3 or 4 on the ELA exam. Math 1-2 refers to classified students who scored level 1 or 2 on the Math exam. Math 3-4 refers to classified students who scored level 3 or 4 on the Math exam. Regents ELA pass refers to classified students who passed the English Regents. Regents ELA fail refers to classified students who failed the English Regents. Regents Math pass refers to classified students who passed the Math Regents. Regents Math fail refers to classified students who failed the Math Regents.)*
4. Once data has been entered, click the close button in the right corner of program.
Reports

1. Click Reports from the main switchboard.
2. Click on each category to view a print view of the data entry.
3. Click the print icon on the left corner.

Export to Excel

4. Click Data Entry.
5. Click on each category and click Export to Excel.
6. Data from the category will be exported to Excel.
7. Once in Excel, click on Data in the toolbar and select Pivot Table and Pivot Report.
8. Select Microsoft Excel list or database and Pivot Chart Report, then click Next.
9. Select data cells for Pivot Report, then click Next.
10. Select New Worksheet, then click Finish.
11. A Pivot Chart Report will appear. Drag the School Name into the top Drop Page Fields Here. Then drag each data field (e.g., Black Male, Black Female, etc.) into the gray chart field.
12. Once finished inserting the data fields, you can adjust the type of Pivot Chart Report with the Pivot Table and Chart dialog boxes.
Module B
Handouts
## Disproportionality Data Repository Tool

### Data Sorting Rubric

<table>
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<tr>
<th>Students race/gender</th>
<th>Int. # Int.</th>
<th>Tot. # Int.</th>
<th>A c e</th>
<th>B e h</th>
<th>S S</th>
<th>M u l l d</th>
<th>C S S T</th>
<th>C S T &amp; IST</th>
<th>P a r</th>
<th>A c e h y n</th>
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<th>Cl a s s</th>
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<th>L a n</th>
<th>M u l</th>
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<th>2 0 - 6 0</th>
<th>6 0 +</th>
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</tbody>
</table>

Legend: 1) Int. = Received Interventions; 2) Tot. # Int. = total # of interventions; 3) Tot. wk. int. = total # of weeks of interventions; 4) Aca. = Academic Only; 5) Beh. = Behavioral Only; 6) Phy. = Physical Only; 7) S.S. = Social Services only; 8) Mul. = Multiple; 9) CST = CST referral; 10) IST = IST referral; 11) CST/IST = CST & IST referral; 12) Par. = Parent referral; 13) Lan. = Language Only; 14) Clas. = Classified; 15) Eval. = Evaluated; 16) Grd. = Grade level; 17) 20 = less than 20% setting placement; 18) 20-60 = 20%-60% setting placement; 19) 60+ = more than 60% setting placement; 20) M.I. = Moved into School with classification; 21) M.O. = Moved out with classification.
Module B: DDR Data Report Analysis Rubric

Directions: Use the information from the DDR collected on the students to analyze the what you enter in the Notes Column categories below.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prereferral/Early Interventions</td>
<td></td>
</tr>
<tr>
<td>• What group received the least and most interventions?</td>
<td></td>
</tr>
<tr>
<td>• What group received the least and most intervention weeks?</td>
<td></td>
</tr>
<tr>
<td>• What group has the highest and lowest average interventions?</td>
<td></td>
</tr>
<tr>
<td>• What group has the highest and lowest average intervention weeks?</td>
<td></td>
</tr>
<tr>
<td>• What group received the least and most interventions in each category (e.g. academic, behavioral, etc.)?</td>
<td></td>
</tr>
<tr>
<td>Referral</td>
<td></td>
</tr>
<tr>
<td>• What group received the least and most referrals via CST, IST, CST/IST, and parent?</td>
<td></td>
</tr>
<tr>
<td>Reason for Referral</td>
<td></td>
</tr>
<tr>
<td>• What group received the least and most referrals in each category (e.g. academic, behavioral, etc.)?</td>
<td></td>
</tr>
<tr>
<td>Classified</td>
<td></td>
</tr>
<tr>
<td>• What group received the least and most classifications in each category (e.g. academic, behavioral, etc.)?</td>
<td></td>
</tr>
<tr>
<td>Categories</td>
<td>Notes</td>
</tr>
<tr>
<td>--------------</td>
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</tr>
<tr>
<td>Placement</td>
<td></td>
</tr>
<tr>
<td>- What group received the least and most placements in each category (e.g., less than 20, etc.)?</td>
<td></td>
</tr>
<tr>
<td>Classification Origin</td>
<td></td>
</tr>
<tr>
<td>- What group moved in and out of the district the least and most?</td>
<td></td>
</tr>
<tr>
<td>Achievement</td>
<td></td>
</tr>
<tr>
<td>- What group received the lowest and highest achievement scores in each category (e.g., 1-2, 3-4, etc.)?</td>
<td></td>
</tr>
</tbody>
</table>
Module C

Trainer’s Manual PowerPoint
DDR Data Report Analysis Rubric
Critical Questions Worksheet
Disproportionality Programs, Practices, and Beliefs Data Evidence Chart
Module C: Examining School Context Policies and Practices

Length of Training: 6 hours

Training Objectives: By the end of the workshop, participants will

- Analyze DDR data
- Define policies, practices, and beliefs (PPBs) that lead to disproportionality
- Practice analyzing various data
- Agree on a homework assignment

Training Materials

- PowerPoint
- Handouts:
  - DDR Data Report Analysis Rubric
  - Disproportionality Programs, Practices and Beliefs Data Evidence Chart
- Newsprint and markers
- DDR Reports
- Sample Census Data

Pretraining Work

Download census data of your corresponding city, http://www.census.gov. Once on the Web site, go to American FactFinder and then click on the Decennial Census of 1990 or 2000. Then select Detailed Tables. Once in the tables screen, select City/Village/ Consolidated Place or any other option from the first drop-down menu. Then proceed to select the following variables: Race, Latino Origin of Any Race, Poverty, and other variables of interest. Repeat this process for Census 2000. Your city may have American Community Survey (ACS) census that is collected with select cities. Once you have downloaded this data, we suggest the following analysis:

- Number of Blacks in 1990 and 2000 and possibly a later year if available
- Number of Latinos in 1990 and 2000 and possibly a later year if available
- Number of Whites in 1990 and 2000 and possibly a later year if available
- Number of Asian/Pacific Islanders in 1990 and 2000 and possibly a later year if available
- Percent change from 1990 to 2000 and possibly another year for each group

Download your district's demographic data. The data should reflect the last 8 to 10 years of enrollment. Once you have downloaded this data, we suggest the following analysis:

- Number of Black, Latino, White, Asian, ELLS, Free/Reduced lunch student enrollment per year
Module C: Examining School Context Policies and Practices

Trainer’s Manual
Introductions, overview of agenda, review objectives, and outline common rules of operation.

Trainer introduces her- or himself. Allow participants to introduce themselves to the group: this includes their name, organization, and responsibilities.

Provide an overview of the day by walking team through the agenda. It is important to review the objectives. Once objectives have been reviewed, outline common rules of operation. These common rules serve as a contract for how we will converse with each other about disproportionality issues, which will involve talking about race/ethnicity. Write common rules on newsprint. Finally, create a parking lot for those topics that may be a tangent during a specific segment of the training but are relevant to return to at some point during the training.

Time Allotment: 25 minutes

Materials: PowerPoint and DDR sample reports (Module B), newsprint and marker.

Module C: Examining School Context Policies and Practices

Technical Assistance Center on Disproportionality
Metropolitan Center for Urban Education
New York University

Slide 1

Training Objectives
- Analyze DDR data.
- Define policies, practices and beliefs (PPBs) that lead to disproportionality.
- Practice analyzing various data.

Slide 2

Slide 3

Part I of this module engages teams in discussing what they gathered from Module B. This includes giving teams an opportunity to articulate their own process of analyzing the data and looking for patterns within the DDR reports. Teams may make connections between policies, practices and beliefs (PPBs) around disproportionality.

Instructions: Ask individuals to share their new learnings from Module B, as well as other things they have considered since the last training. Encourage discussion among team members—ask probing questions such as, Why did that resonate for you? What do you now understand about disproportionality?
Module C: Examining School Context Policies and Practices

**Part I: Analyzing DDR**

Part I of the module involves having teams look at the patterns and associations from the DDR report.

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**Slide 4**

*Trainer’s Commentary:* Encourage teams to discuss if there are particular patterns in the data reports and how those patterns may be related to current PPBs.

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**Slide 5**

*Analysis Activity:* What do we see?

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**Slide 6**

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**Slide 7**

*Activity 1*

**Time Allotment:** 25 minutes

**Materials:** DDR Sample Report from Module B or Referral worksheet from Data Analysis Workbook, newsprint, and marker.

**Instructions:** Divide participants into groups of 4 or 5 and provide them with the DDR reports or Referral worksheet (The Referral worksheet is on page 49 of the workbook). Groups must answer the first question: What do we see about each report? Once that question is completed, groups answer the second question: what does this imply, suggest, or infer?

**Note:** Analysis discussions involve describing what we see (e.g., 25% of referred Blacks are classified). Discuss what the analysis implies (e.g., more Blacks are being classified than Whites).

---

**Slide 8**

*Major Findings*

**What do we need to further explore?**
**Trainer’s Commentary:** Let’s chart the major things we all see and the major implications of this data.

What student groups appear to be the most disproportionate? Anecdotally, what do we know about these groups’ experiences in schools?

**Note:** Groups should arrive at noting the inconsistency of prereferral interventions whether as a service or by groups of student. Also, engage large group discussion regarding other areas in which to look at data.

**Part II: Mapping Early Interventions to Classification Process**

Part II of this module involves closely looking at PPBs associated with early interventions to classification process. The teams’ group activity will connect the DDR data or the referral data from the *Data Analysis Workbook* to school policies, practices, and beliefs.

**Slide 9**

**Activity 2**

**Time Allotment:** 30 minutes

**Material:** Critical Questions worksheet

*Use the worksheet responses the team provided in Module A activity.*

**Instructions:** Ask teams to map out the PPBs that accompany the prereferral to classification process using the *Critical Questions worksheet*. The point of this activity is to gauge what participants can now state about the practices involved in the prereferral to classification process.

**Slide 10**

**Trainer’s Commentary:** Although we’ve identified the critical outcome patterns of our practices, we still do not have sufficient information about what occurs prior to the prereferral process or understand whether there are other school practice arenas in which specific groups are also experiencing difficulties. Thus it’s important for us to identify where else in our school practices do we want to explore that would assist in explaining our disproportionality in special education.

**Part III: Other Data Collection**

Part III of this module involves looking at other data to get a clearer picture of how PPBs affect student placement in special education.
**Module C: Examining School Context Policies and Practices**

**Trainer’s Commentary:** The following slides (12-14) are meant to get you to examine school data with a critical lens. As we mentioned in earlier modules, it is imperative to get the story behind your disproportionality rates. We need to collaboratively identify policies, practices, and beliefs that indicate areas of the school process contributing to disproportionality.

**Activity 3**

**Allotment time:** 25-30 minutes

**Material:** Disproportionality Programs/Practices, and Beliefs Data Evidence Chart

**Instructions:** Team should use the Disproportionality PPBs Data Evidence Chart to identify the PPBs that current data are directing us to further examine. Have the group think of how might these practices affect the students.

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**Data Collection Tools**

- **Policies Data to Collect:**
  - Classification procedures
  - IDEA
  - Discipline
  - District Curriculum
- **Practices Data to Collect:**
  - Sample daily lesson plans
  - Early interventions
  - IST
- **Beliefs Data to Collect:**
  - Student/teacher expectations
  - School climate survey
  - Focus groups

---

**Slide 12**

**Slide 14**

**Trainer’s Commentary:** As we continue to look at more data, we start getting much clearer information about how PPBs operate and contribute to disproportionality. Another prevalent conversation indirectly connected to PPBs involves the community. Educators tend to have perspectives about the community that are at times neither favorable nor accurate. The following slides provide a closer look at who lives in our community and how we make sense of who is coming in and leaving.

---

**Slide 15**

**Important Note:** Be sure to ask the teams to reflect on these questions as they view the slides: How does the community context play out in the schools? How are these demographic shifts being reflected in our practices, policies, and beliefs?
Module C: Examining School Context Policies and Practices

Slide 16

Trainer’s Commentary: The following slides (17-26) represent demographic data. According to the census data, there is a shift in the community. How does this change impact the community and schools? And how are schools and/or districts responding to the shift?

Note: insert your community’s census data into Slides 17-22 and 26.

Slide 17

Black and Latino populations have increased from 1990-2000.

Slide 18

Demographic Changes
- 30% growth in Black population.
- 23% growth in Latino population.
- 22% growth in Asian population.

Slide 19

Community X Demographics: 1990 and 2000

U.S. Census, 1990 and 2000

Slide 20

Latino population represents various levels of diversity.
Trainer’s Commentary: These shifts represent significant changes in the community. What has this change meant for your school district? Has your school district accommodated to these shifts?
Module C: Examining School Context Policies and Practices

**Trainer’s Commentary:** Again, what has this demographic shift meant for the school? Let’s engage in a conversation on how your school district is accommodating to these racial/ethnic group changes.

The homework assignment is for teams to select two categories from the *Disproportionality Programs, Practice, and Beliefs Data Evidence Chart*. Teams should identify at least a topic in each area. Once teams select an area in the *Programs/Practices* column, they must decide on the collection of information. This assignment is meant to help direct the teams toward areas of further analysis in Module D. It is also geared toward getting them comfortable with the data and answering critical questions based on the data.

**Slide 27**

**Trainer’s Notes:** Recap the training by reviewing information you have captured. Ask probing questions such as, What new knowledge have you gained? You may also use this time to revisit items from the parking lot, if relevant.

**Wrap-up Conversation**

- Trainings meeting expectations
- Further areas of interest based on today’s training
- Potential barriers

**Slide 28**

**Trainer’s Notes:** Ensure team members fill out the evaluation form. Collect sign-in sheets.

**Homework Assignment**

- Data collection on policies, practices, and beliefs.

**Evaluate Training**

**Slide 29**
Module C  
Handouts
Module C: DDR Data Report Analysis Rubric

Directions: *Use the information from the DDR collected on the students to analyze the information you provide in the categories below.*

<table>
<thead>
<tr>
<th>Categories</th>
<th>Notes</th>
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<tbody>
<tr>
<td><strong>Prereferral/Early Interventions</strong></td>
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<tr>
<td>• What group received the least and most interventions?</td>
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<tr>
<td>• What group received the least and most intervention weeks?</td>
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<tr>
<td>• What group has the highest and lowest average interventions?</td>
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<tr>
<td>• What group has the highest and lowest average intervention weeks?</td>
<td></td>
</tr>
<tr>
<td>• What group received the least and most interventions in each category (e.g. academic, behavioral, etc.)?</td>
<td></td>
</tr>
<tr>
<td><strong>Referral</strong></td>
<td></td>
</tr>
<tr>
<td>• What group received the least and most referrals via CST, IST, CST/IST, and parent?</td>
<td></td>
</tr>
<tr>
<td><strong>Reason for Referral</strong></td>
<td></td>
</tr>
<tr>
<td>• What group received the least and most referrals in each category (e.g. academic, behavioral, etc.)?</td>
<td></td>
</tr>
<tr>
<td><strong>Classified</strong></td>
<td></td>
</tr>
<tr>
<td>• What group received the least and most classifications in each category (e.g. academic, behavioral, etc.)?</td>
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</tbody>
</table>

This section should be completed with school district's comments.
### Module C: DDR Data Report Analysis Rubric (Continued)

<table>
<thead>
<tr>
<th>Categories</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Placement</td>
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<tr>
<td>• What group received the least and most placements in each category (e.g. less than 20, etc.)?</td>
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<tr>
<td>Classification Origin</td>
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</tr>
<tr>
<td>• What group moved in and out of the district the least and most?</td>
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<tr>
<td>Achievement</td>
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<tr>
<td>• What group received the lowest and highest achievement scores in each category (e.g. 1-2, 3-4, etc.)?</td>
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</tbody>
</table>
Module C Tool: Critical Questions Worksheet

Purpose: To consider the path taken by a student who may eventually be classified as a student with disabilities.

Directions: Please share with the group this student’s journey from the referral process to placement. What are the policies, practices, and beliefs (PPBs) in your district that affect classification to ensure appropriate classification and placement?

Student is in the general education population. Student exhibits an academic and/or behavioral need. Teacher and/or parent requests a referral to have student assessed. → School-based committee considers student’s referral.

Student is evaluated by a specialist depending on the need that is exhibited. Student’s eligibility for receiving special education services is determined. → Student receives an Individualized Education Program (IEP), which is then implemented.

Student receives an Individualized Education Program (IEP), which is then implemented. → Annually, the student’s IEP must be reviewed and revised where appropriate.

At least once every 3 years, the student must be reevaluated to see if she or he should remain in special education.

Your PPB: ___________________  Your PPB: ___________________

Your PPB: ___________________  Your PPB: ___________________

Your PPB: ___________________  Your PPB: ___________________

This section should be completed with school district’s comments.

This section should be completed with school district’s comments.
<table>
<thead>
<tr>
<th>Programs/Practices</th>
<th>Evidence</th>
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</thead>
<tbody>
<tr>
<td>Disciplinary Practices</td>
<td>• Discipline records by building, race, gender, incident type, and</td>
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<td></td>
<td>response to incident</td>
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<tr>
<td></td>
<td>• Sample behavior plans</td>
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<tr>
<td>Programs targeted to reduce dropout rate</td>
<td>• Program implementation documents by building, race, gender, etc.</td>
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<tr>
<td>District Curriculum</td>
<td>• District curriculum</td>
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<tr>
<td>• Literacy</td>
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<tr>
<td>• Math</td>
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<tr>
<td>Lesson Plans</td>
<td>• Sample daily lesson plans</td>
</tr>
<tr>
<td>Prereferral/Early Interventions</td>
<td>• Intervention program and intervention documents (curricula, attendance,</td>
</tr>
<tr>
<td></td>
<td>etc.)</td>
</tr>
<tr>
<td>School/District Intervention Options</td>
<td>• Intervention program and intervention documents (curricula, attendance,</td>
</tr>
<tr>
<td></td>
<td>etc.)</td>
</tr>
<tr>
<td>Home-School Connection</td>
<td>• Sample flyers, newsletters, and letters sent to parents</td>
</tr>
<tr>
<td>Teacher Professional Development</td>
<td>• List of current professional development for general education and</td>
</tr>
<tr>
<td></td>
<td>special education teachers</td>
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<tr>
<td></td>
<td>• Rate of participation in professional development</td>
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<tr>
<td>Policies</td>
<td></td>
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<tr>
<td>Discipline policy (building and district</td>
<td>• School and district conduct manuals</td>
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<tr>
<td>level)</td>
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<tr>
<td>Special Education evaluation</td>
<td>• List of evaluations used</td>
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<tr>
<td></td>
<td>• Sample evaluation instruments; reliability tests</td>
</tr>
<tr>
<td></td>
<td>• Sample reevaluation notes</td>
</tr>
<tr>
<td>IEPs</td>
<td>• Sample IEPs for Black, Latino, White, and Asian students</td>
</tr>
<tr>
<td>District/School procedures for</td>
<td>• Procedures and rates for intervention identification</td>
</tr>
<tr>
<td>identifying, referring, and</td>
<td>• Procedures and rates for referral</td>
</tr>
<tr>
<td>classifying students</td>
<td>• Procedures and rates for classification</td>
</tr>
<tr>
<td>Committee on Special Education</td>
<td>• Procedures for CSE operation; sample CSE files</td>
</tr>
<tr>
<td></td>
<td>• Roster of members, experience, qualifications, etc.</td>
</tr>
<tr>
<td>Attitudes/Perceptions</td>
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<tr>
<td>Teacher Professional Development</td>
<td>• List of current professional development for general education and</td>
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</tr>
<tr>
<td></td>
<td>• Roster of members, experience, qualifications, etc.</td>
</tr>
<tr>
<td>School Culture</td>
<td>• School Climate Surveys</td>
</tr>
<tr>
<td>Intervention, Referral, and Classification Process</td>
<td>• Procedural notes from intervention identification</td>
</tr>
<tr>
<td></td>
<td>• Procedural notes from referral</td>
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<tr>
<td></td>
<td>• Procedural notes from classification</td>
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</tbody>
</table>
Module D

Trainer’s Manual PowerPoint
Analyzing Data of Programs, Practices, and Beliefs
Disproportionality Programs, Practices Beliefs
Data Evidence Chart
Mapping Root Cause Worksheet
Compounding Factors
Research Articles Bibliography
Sample Databook
Module D: Getting to Root Cause

Length of Training: 6 hours

Training Objectives: By the end of the workshop, participants will

- Analyze additional data related to policy, practice, and belief
- Hypothesize and define policy, practice, and belief root causes of disproportionality
- Understand the research surrounding root causes

Training Materials

- PowerPoint
- Handouts:
  - Analyzing Data of PPBs Worksheet
  - Disproportionality Programs/Practices, and Beliefs Evidence Chart
  - Mapping Root Cause Worksheet
  - Compounding Factors
  - Research Articles Bibliography
- Newsprint and markers

Pretraining Work

A district databook must be created that pulls together the disproportionality data (referral, classification, and placement), achievement, community census, and school enrollment into one book. This is information collected from modules A through C. A sample databook is at the end of this module.
Module D: Getting to Root Cause

Trainer’s Manual
Module D: Getting to Root Cause

Introductions, overview of agenda, review objectives, and outline common rules of operation.

Trainer introduces herself. Allow participants to introduce themselves to the group: this includes their name, organization, and responsibilities.

Provide an overview of the day by walking team through the agenda. It is important to review the objectives. Once objectives have been reviewed, outline common rules of operation. These common rules serve as a contract for how we will converse with each other about disproportionality issues, which will involve talking about race/ethnicity. Write common rules on newsprint. Finally, create a parking lot for those topics that may be a tangent during a specific segment of the training but are relevant to return to at some point during the training.

Time Allotment: 15 minutes

Material: PowerPoint

Slide 1

Module D: Getting to Root Cause

Slide 2

Part I: Analyzing Policy, Practice, and Belief Data

Part I of this module engages teams in discussing what they gathered from Module C. This includes giving teams an opportunity to articulate their own process of looking for patterns in school policy and their beliefs. Teams make connections between policy, practice, and beliefs.

Slide 3

Activity 1

Time Allotment: 10-15 minutes

Materials: Newsprint and marker

Instructions: Ask individuals to share their new learnings from Module C, as well as other things they have considered since the last training. Encourage discussion among team members—ask probing questions such as, Why did that resonate for you?
Module D: Getting to Root Cause

How do your beliefs, along with the data collected, help in framing the picture?

![Diagram](Image)

Slide 4

**Trainer’s Commentary:** As we proceed in examining data, we begin to develop or formulate hypotheses of how disproportionality is occurring in your district. The hope in our sets of activities today is to examine more data that will help solidify those hypotheses.

Slide 5

**Activity 2**

**Time Allotment:** 45-60 minutes

**Materials:** Analyzing Data of PPBs worksheet, newsprint, and marker

**Instructions:** Break the team into small groups to do the *Analyzing Data work-

sheet*. The worksheet will look at the programs/practices, evidence, and critical questions surrounding PPBs. The fourth column (*Analysis Notes*) will be used to take notes and write questions and comments. In addition, the *Sample Databook* will guide groups in connecting results to the programs/practices. Groups should initiate discussions on some of the PPBs regarding minority students.

Each group should use newsprint to create an evidence chart for a Gallery Walk of its findings and discuss the next steps of hypothesizing and getting to root cause.

Slide 6

**Trainer’s Commentary:** Emphasize that school policies are not necessarily coherent with school practices, and sometimes beliefs play a vital role on decisions that impact achievement outcomes and the trajectory of all children, specifically Black and Latino students. *An important concept to pose is, How does our belief affect student outcomes? How do policies and practices affect students in your school?* The gallery walk provides us an opportunity to do a global examination of policies and practices and their implications for educational outcomes.
Part II: Getting to Root Cause: Developing the Disproportionality Story

Part II of the module involves having teams look at patterns and associations from the Evidence Chart (Module C) and how they relate to factors that are present in their school and community system.

Slide 7

**Trainer’s Commentary:** Disproportionality is a complex issue that inherently will involve complex causes. And dealing with one cause will not automatically resolve disproportionate representation. So as we develop our initial root causes, let’s be mindful of the complexity.

**Activity 3**

**Time Allotment:** 30 minutes

**Materials:** Mapping Root Cause worksheet, newsprint, and marker

**Instructions:** Use the Mapping Root Cause worksheet to probe some questions surrounding PPBs. In a large group format, ask participants to suggest initial root causes based on evidence charts in the room.

This will initiate discussion around the next three slides (8-10) about how some of the factors involving the education of students overlap. For example: How does instructional staff capacity contribute to instructional factors in the learning process of students? And does the school organization reach out to the community? How does the school organization affect the students in your school? Ask the group to describe what that story looks like and how does it benefit the students. At the end of this activity, the Mapping Root Cause worksheet should be filled out.

Slide 8

Slide 9
Module D: Getting to Root Cause

**Activity 4**

**Time Allotment:** 35 minutes

**Materials:** Compounding Factors, newsprint, and marker

**Instructions:** As a group exercise, ask the group to read the *Compounding Factors* handout. After the group has read this, initiate a discussion on what the research says about PPBs. What else do we need to consider? What haven’t we examined? Is there something specific about the educational process that allows for racial/ethnic minority students to be overrepresented in special education? Mention to the group that it does not have to find solutions but should think critically about the PPB process and what the evidence tells us.

**Part III: Naming Root Causes of Disproportionality**

Part III of this module involves naming the root causes of disproportionality. We will be able to use the Gallery Walk discussions and synthesize the PPBs and the evidence offered by the group.

---

Difficult Question to Answer

How do our policies, practices, and beliefs not meet the needs of all children?

**Trainer’s Commentary:** Lead the group to hypothesize how PPBs operate to cause disproportionality. Ask the group to create several statements regarding PPBs and how they impact the students in their learning or achievement (Slides 11-12).

**Let’s hypothesize based on our gallery of data.**

**What are our hypotheses?**

Create hypothesis statements

*For example:* Limited early intervening services (policy and practice) and teacher cultural competency (practice and beliefs) impact the number of Black and Latino students referred to IST.

---

Equity in Education   68
Module D: Getting to Root Cause

**Trainer’s Commentary:** Ask the group to think about its hunches and hypotheses generated from the Gallery Walk and initiate a discussion on naming the various root causes. At the end of this exercise, the group should have a preliminary root cause report.

**Time Allotment:** 20-30 minutes

**Materials:** Newsprint and marker

---

Activity 5

**Time Allotment:** 10-15 minutes

**Materials:** List of research articles

**Instructions:** Distribute the bibliography list of research articles and provide a brief overview of each article. Team should divide into groups of 4 or 5 and select 1 article to read as homework. Each group should receive the CD with PDFs of the articles.

---

**Trainer’s Commentary:** In the next slide, the team will select articles related to disproportionality issues, such as differentiated instruction and culturally responsive pedagogy, etc.

---

**Trainer’s Notes:** Recap the training by reviewing information you have captured. Ask probing questions such as, What new knowledge have you gained? You may also use this time to revisit items from the parking lot, if relevant.
Module D: Getting to Root Cause

Slide 18

**Trainer’s Notes:** Ensure team members fill out the evaluation form. Collect sign-in sheets.

Slide 19

[Wrap-up Conversation]
- Trainings meeting expectations
- Further areas of interest based on today’s training
- Potential barriers for moving forward

[Evaluate Training]
Module D
Handouts
Module D: Analyzing Data of Programs, Practices, and Beliefs

Directions: Use the information from the Disproportionality Program, Practices and Beliefs Data Evidence Chart to guide your responses in the Analysis Notes column.

<table>
<thead>
<tr>
<th>Programs/Practices</th>
<th>Evidence</th>
<th>Critical Analysis Eye</th>
<th>Analysis Notes</th>
</tr>
</thead>
</table>
| Disciplinary Practices                          | • Discipline records by building, race, gender, incident type, and response to incident  
• Sample behavior plans                         | • Who receives the most and least discipline by race and gender?                    |                |
| Programs targeted to reduce dropout rate        | • Program implementation documents by building, race, gender, etc.            | • What are the types of incidents for which Black, White, Latino, and Asian students receive discipline? |                |
| District Curriculum                              | • District curriculum                                                       | • Does the curriculum accommodate for cultural and linguistic demographics of district?  
Are culture and language core themes or an addendum to curriculum? Are community and parents involved in selection of curriculum? |                |
| Lesson Plans                                    | • Sample daily lesson plans                                                 | • Do lesson plans differentiate and accommodate the needs of cultural and linguistic groups?  
Do lesson plans reflect a balance of teacher-driven and student-driven information sharing? |                |
| Prereferral/Early Interventions                 | • Intervention program and intervention documents (curricula, attendance, etc.) | • What types of interventions are available?  
What is the availability of continuous professional development on interventions?  
What is the fidelity of implementation?  
What is the follow-up to intervention? |                |
| School/District Intervention Options            | • Intervention program and intervention documents (curricula, attendance, etc.) | • Do intervention options reflect learning difficulties frequently identified?  
What evidence is available of intervention effectiveness?  
Are there intervention options at each level (i.e., primary/schoolwide, secondary/targeted, tertiary/intensive)? |                |
| Home-School Connection                          | • Sample flyers, newsletters, and letters sent to parents                   | • How do families learn about learning needs, grade level standards, achievement, and the referral process?  
Are there multiple access points for this information? |                |
<p>| Teacher Professional Development                | • List of current professional development for general education and special education teachers | • Do the professional development opportunities align with the best practices of teacher development outlined by the National Council of Staff Development? |                |</p>
<table>
<thead>
<tr>
<th>Programs/Practices</th>
<th>Evidence</th>
<th>Critical Analysis Eye</th>
<th>Analysis Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Professional Development</td>
<td>• Rate of participation in professional development</td>
<td>• How much time over the course of the year do teachers receive professional development via workshops, one-on-one coaching, classroom observations, mentoring, study groups, etc.?</td>
<td></td>
</tr>
<tr>
<td>Discipline policy (building and district level)</td>
<td>• School and district conduct manuals</td>
<td>• What patterns exist in disciplinary data across subgroups? Do policies reflect expected social and behavioral norms of all school community members? Do discipline policies reflect responses to changes in demographics (e.g., gang colors)?</td>
<td></td>
</tr>
<tr>
<td>Special Education evaluation</td>
<td>• List of evaluations used</td>
<td>• What are the methods and process of evaluating special education students? What are the assessment measures of progress? Does the evaluation address 5 developmental domains and post-graduation success?</td>
<td></td>
</tr>
<tr>
<td>Special Education evaluation</td>
<td>• Sample evaluation instruments; reliability tests</td>
<td>• What are the methods and process of evaluating special education students? What are the assessment measures of progress? Does the evaluation address 5 developmental domains and post-graduation success?</td>
<td></td>
</tr>
<tr>
<td>Special Education evaluation</td>
<td>• Sample IEPs for Black, Latino, White, and Asian students</td>
<td>• What are the procedures for planning and implementation of IEPs? Do the plans and implementations differ by race/ethnicity and gender? Do IEPs reflect behavior plans and goals? Do IEPs reflect academic plans and goals? Are the IEPs of each ethnic and racial group comparable?</td>
<td></td>
</tr>
<tr>
<td>IEPs</td>
<td>• Procedures and rates for intervention identification</td>
<td>• What is the rate of compliance with each procedure?</td>
<td></td>
</tr>
<tr>
<td>IEPs</td>
<td>• Procedures and rates for referral</td>
<td>• What is the rate of successful and failed intervention by subgroups? What is the rate of successful and failed referral by subgroups? What is the rate of successful and failed classification by subgroups?</td>
<td></td>
</tr>
<tr>
<td>District/School procedures for identifying, referring, and classifying students</td>
<td>• Procedures and rates for classification</td>
<td>• What is the rate of compliance with each procedure?</td>
<td></td>
</tr>
<tr>
<td>District/School procedures for identifying, referring, and classifying students</td>
<td>• Procedures and rates for classification</td>
<td>• What is the rate of successful and failed intervention by subgroups? What is the rate of successful and failed referral by subgroups? What is the rate of successful and failed classification by subgroups?</td>
<td></td>
</tr>
<tr>
<td>Committee on Special Education</td>
<td>• Procedures for CSE operation; sample CSE files</td>
<td>• What are the procedures for CSE operation? When do parents participate in the process? When do students participate in the process? What other advocates participate in the process?</td>
<td></td>
</tr>
<tr>
<td>Committee on Special Education</td>
<td>• Roster of members, experience, qualifications, etc.</td>
<td>• Do CSE members reflect linguistic and cultural diversity? Are CSE members responsive and respectful of linguistic and cultural differences?</td>
<td></td>
</tr>
<tr>
<td>Attitudes/Perceptions</td>
<td>Evidence</td>
<td>Critical Analysis Eye</td>
<td>Analysis Notes</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>----------------</td>
</tr>
</tbody>
</table>
| Teacher Professional Development               | • List of current professional development for general education and special education teachers  
• Rate of participation in professional development | • Do teachers receive professional development focused on how race/ethnicity, culture, class, and gender are involved in the learning environment and achievement? |                |
| Committee on Special Education                 | • Procedures for CSE operation; sample CSE files  
• Roster of members, experience, qualifications, etc. | • Do CSE members reflect linguistic and cultural diversity? Are CSE members responsive and respectful of linguistic and cultural differences? |                |
| School Culture                                 | • School Climate Surveys                                                 | • What are the similarities and differences in Black, Latino, White, and Asian students' descriptions of school? |                |
| Intervention, Referral, and Classification Process | • Procedural notes from intervention identification  
• Procedural notes from referral  
• Procedural notes from classification | • Are racial/ethnic, cultural, class, and/or gender-based factors introduced into the intervention, referral, and/or classification? |                |
## Disproportionality Programs, Practices, and Beliefs
### Data Evidence Chart

<table>
<thead>
<tr>
<th>Programs/Practices</th>
<th>Evidence</th>
</tr>
</thead>
</table>
| Disciplinary Practices             | • Discipline records by building, race, gender, incident type, and response to incident  
|                                    | • Sample behavior plans                                                  |
| Programs targeted to reduce dropout rate | • Program implementation documents by building, race, gender, etc.          |
| District Curriculum                | • District curriculum                                                    |
| • Literacy                         |                                                                          |
| • Math                             |                                                                          |
| Lesson Plans                       | • Sample daily lesson plans                                              |
| Prereferral/Early Interventions    | • Intervention program and intervention documents (curricula, attendance, etc.) |
| School/District Intervention Options | • Intervention program and intervention documents (curricula, attendance, etc.) |
| Home-School Connection             | • Sample flyers, newsletters, and letters sent to parents                |
| Teacher Professional Development   | • List of current professional development for general education and special education teachers  
|                                    | • Rate of participation in professional development                      |
| Policies                           | Evidence                                                                 |
| Discipline policy (building and district level) | • School and district conduct manuals                                |
| Special Education evaluation       | • List of evaluations used                                               
|                                    | • Sample evaluation instruments; reliability tests                      
|                                    | • Sample reevaluation notes                                              |
| IEPs                               | • Sample IEPs for Black, Latino, White, and Asian students                |
| District/School procedures for identifying, referring, and classifying students | • Procedures and rates for intervention identification                    
|                                    | • Procedures and rates for referral                                      
|                                    | • Procedures and rates for classification                                 |
| Committee on Special Education     | • Procedures for CSE operation; sample CSE files                          
|                                    | • Roster of members, experience, qualifications, etc.                    |
| Attitudes/Perceptions              | Evidence                                                                 |
| Teacher Professional Development   | • List of current professional development for general education and special education teachers  
|                                    | • Rate of participation in professional development                      |
| Committee on Special Education     | • Procedures for CSE operation; sample CSE files                          
|                                    | • Roster of members, experience, qualifications, etc.                    |
| School Culture                     | • School Climate Surveys                                                 |
| Intervention, Referral, and Classification Process | • Procedural notes from intervention identification                       |
|                                    | • Procedural notes from referral                                          
|                                    | • Procedural notes from classification                                    |
Module D Tool: **Mapping Root Cause Worksheet**

**Purpose:** To chart policy, practice, and belief data related to disproportionality.

**Directions:** Insert data findings of programs/practices, policies, and beliefs into columns.

<table>
<thead>
<tr>
<th></th>
<th>Early Intervening Services</th>
<th>Organizational</th>
<th>Instructional</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>POLICY</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PRACTICE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>BELIEF</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Compounding Factors Involved in Disproportionality

I. School Organizational and Instructional Policies and Practices: Various research points to school organizational and instructional factors as implicated in disproportionality—that is, practices, programs, policies, and beliefs are interacting in the school setting in such ways that lead to disproportionate number of ethnic minority students in special education. The following list represents some of these factors:

A. Decision-making processes for determining special education eligibility;
B. Placement in special education programs with uneven levels of restrictiveness;
C. Administrative decisions related to hiring practices and resource allocation that result in disparities;
D. Interactions among school location, disability, ethnicity, poverty, and density of culturally and linguistically diverse populations;
E. The lack of available alternative programs (e.g., early intervention, bilingual education, Title 1);
F. A lack of administrative support and funding for training, release time for consultations and planning can impede the fidelity of prereferral intervention strategies;
G. Racial/ethnic bias at various stages of the referral process;
H. Uneven quality of instruction and management in general education classrooms;
I. Effects of various discipline policies (e.g., suspensions, zero tolerance, and expulsion);
J. Mismatch of increasing racial diversity among student body and predominantly white, female teaching force;
K. School processes and norms sometimes operate at odds with racially diverse groups that are new to school environment and larger community;
L. Early intervening services are provided with the presumption of “fixing” the academic and/or behavioral deficiency without examining the school learning context;
M. The articulation of research-based instruction into daily practice does not occur or is not fully actualized because research has not sufficiently addressed issues of race/ethnicity, culture, and language within these research-based instructional practices.ii More importantly, how these practices operate alongside the culturally and linguistically based pedagogical fervor necessary by a teacher.

II. Race and Culturally Based Beliefs

A. Basic notions of race/ethnicity operate in the disproportionate representation of Black and Latino students in special education because educators generally interpret linguistic and cultural groups through middle-class lens.iii
B. The presence of IQ testing within the classification process of special education suggests a
linkage between intelligence and disability. In addition, the prevailing assumption is that the testing structure is linguistically, culturally, and socially representative of knowledge in society's mainstream.iv

C. Explanations of disproportionality are commonly reduced to factors such as poverty or cultural values of parents/home that are inconsistent with school operation norms. Such explanations presume the reading difficulties or behavioral issues commonly noted in referrals of special education students are due to poor parenting practices and/or home conditions that prevent ethnic minority and poor students from being academically successful. However, these explanations omit the prevalence of academically successful poor ethnic minority students, which limits the applicability of this casual argument.v In other words, these factors may play a role but are not predictors.


Module D: Getting to Root Cause

Research Articles Bibliography


Equity in Education   79
Module D: Getting to Root Cause

Research Articles Bibliography (Continued)


**Trainer's Commentary:** This sample databook is a collection of all the pertinent data the teams have collected from Modules A through D. No additional work will be needed to complete this book. You can go back to the activities and homework for the modules. Be mindful that this sample databook uses pseudonumbers for the purpose of this manual to demonstrate what the sample book should include.

The following slides are information collected from Module A. The district data summary report demonstrates the district’s overall enrollment and district classification *(Slides 2-4)*.

**Note:** The databook can be as concise as you want it. To get a clearer overview of your district's picture, it is recommended that you use most, if not all, of the data collect in each module. **Once the databook is completed it will be your Root Cause Report.**

**Trainer's Notes:** The following slides (5-8) are information collected from Module B. It includes classification placements, and achievement data.
Reminder: These slides are guides only to the information that you will need to include in your own sample databook. You can also include the information from the Critical Questions worksheet and the DDR Data Analysis Rubric, etc.

Trainer’s Notes: The following slides (9-14) are information collected from Module C—school and community context and census data, which reflects racial/ethnic demographics and changes in the district’s community.
Module D: Sample Databook

Demographic Changes
- 30% growth in Black population.
- 23% growth in Latino population.
- 22% growth in Asian population.

School demographics change mirror community increase.

Results: Increase in racial/ethnic diversity.
Question: How does the school district respond/accommodate?
Module E

Trainer’s Manual PowerPoint
Root Cause Report
NCCRESt Tool
Service Plan
Service Plan Worksheet
Length of Training: 6 hours

Training Objectives: By the end of the workshop, participants will be able to

- Define the research surrounding root cause
- Develop deeper understanding of root cause
- Connect race, ethnicity, language, and culture to education system
- Define solutions of root causes

Training Materials

- PowerPoint
- Handouts:
  - Root Cause Report (Sample Databook—Module D)
  - NCCRESt Tool (download this document from http://www.nccrest.org)
  - Service Plan Worksheet
- Newsprint and markers

Pretraining Work:

Read and analyze research articles and explore how the articles impact your policies and practices.
Module E: Prioritizing and Selecting Root Causes

Trainer’s Manual
Introductions, overview of agenda, review objectives, and outline common rules of operation.

Trainer introduces her- or himself. Allow participants to introduce themselves to the group: this includes their name, organization, and responsibilities.

Provide an overview of the day by walking team through the agenda. It is important to review the objectives. Once objectives have been reviewed, outline common rules of operation. These common rules serve as a contract for how we will converse with each other about disproportionality issues, which will involve talking about race/ethnicity. Write common rules on newsprint. Finally, create a parking lot for those topics that may be a tangent during a specific segment of the training but are relevant to return to at some point during the training.

Time Allotment: 15 minutes

Material: PowerPoint

Slide 1

Module E: Prioritizing and Selecting Root Causes

Training Objectives
- Define the research surrounding root cause
- Develop deeper understanding of root cause
- Connecting race, ethnicity, language, and culture to education system
- Define solutions of root causes

Disproportionality Quiz
- What is disproportionality? How is it calculated?
- How does disproportionality occur in our school buildings?
- What is our community context? Who lives in our community?
- How do our schools accommodate to shifting demographics?
- What do we know about our policies, practices, and beliefs? What is the evidence of our PPB?
- How do we address racial/ethnic and linguistic disproportionality in special education?

Slide 2

Trainer’s Commentary: The questions in the following slide are intended to gauge how much knowledge participants have gained from Modules A-D.

Slide 3

Part I: Research on Disproportionality Root Causes

Part I of this module engages teams in reporting out on what they have learned from the articles assigned for homework in Module D.

Part II: Identifying Root Causes

Part II of this module is focused on identifying root causes of disproportionality in special education.
Module E: Prioritizing and Selecting Root Causes

Slide 4

**Trainer’s Commentary:** We have spent the last several trainings questioning various types of data and have preliminary notes on the causes of disproportionality.

---

Slide 5

**Activity 1**

**Time Allotment:** 10-15 minutes

**Materials:** Root Cause Report (Sample databook), newsprint, and marker

There are two steps to this activity:
1. Review teams’ round-robin articles
2. Add learnings from articles onto Mapping Root Causes worksheet

**Instructions:** Have the group review and discuss its outcomes from the Mapping Root Cause worksheet (Module D). The objective of this activity is to have participants review the preliminary Root Cause Report from Module D. The group should go through the articles and add to each group’s story started from the Gallery Walk (Module D). In a large group exercise format, facilitate a discussion on the articles distributed in Module D. The group activity should produce newsprints of its examination. Then each group should do a large group sharing.

---

Slide 6

**Activity 1: continued**

**Time Allotment:** 45 minutes

**Trainer’s Commentary:** The next two slides (Slides 7-8) involve discussion on race and class constructs and how they are situated in school systems. Use articles from authors such as Klingner and Blanchett to help guide the conversations. Some important questions you can address: *What are the implications of these constructs within school systems? What are the implications of race and class for students, teachers, or your school community? How do race and class impact school culture?*
**Trainer's Commentary:** Our understanding of race and class has changed over time; however, certain categories of thought are common. Among the race discourse there is an understanding of race as a biological or social construct. The biological refers to a physical or genetic marker of race (Note: geneticists have found that there is no genetic marker of race). Social construct of race refers to an understanding that specific markers (e.g., hair, eye color, skin color, etc.) signal a racial category. Various researchers explore the implications of race as a social construct.

For example, a color-blind perspective of race refers to an acknowledgment of non-observance of race in interaction (Note: this perspective is typically espoused to imply a view of the other racial group as absent of race; however, the challenge lies in that this perspective omits the social realities of race). Laissez-faire racism refers to a perspective in which racism is treated as nonexistent but acknowledges the importance of equal opportunity. In addition, laissez-faire racism perspective situates the problems racial/ethnic minorities face as a result of their cultural inferiority. And finally, institutional racism perspective presumes racism is maintained as an institutional structure (Note: racism does not need racists but rather institutional policies and practices, and one of those practices involves the privileging of Whites).

Class perspectives primarily focus on how class is a dominant attribute defining the outcomes of racial/ethnic minorities. However, two class perspectives dominate our discourse. First, the culture of poverty perspective argues that low-income individuals maintain a pattern of behavior, language, and custom or culture that keeps them poor. The generational or situational poverty continues the culture of poverty argument by situating whether the poverty experience is generational or situational as determining the depths of the culture of poverty.
Module E: Prioritizing and Selecting Root Causes

Part II: Self-Assessing Tool

Part II of this module involves having teams use the self-assessment tool to assess how culturally responsive they are in their programming and instruction.

To access the tool, you can go to http://www.nccrest.org. Click on the Tools and Products tab, then the Tools link, and then the Assessment Tool link. The name of the tool is Equity in Education Placement: A School Self-Assessment Guide for Culturally Responsive Practice, which can be found under the Assessment Tool.

Activity 2

Time Allotment: 45 minutes

Materials: NCCRESt Tool, newsprint, and marker

Instructions: Have the team break into groups of five by members’ respective role in school (e.g., administrator, teacher, members of the IST or CSE team, and so forth). Once the groups have been established, they can answer the survey questions.

Trainer’s Commentary: Once the groups complete the survey using their evidence from Modules A-D or their own school experience, they can use the scoring chart to calculate where they are in creating a culturally responsive environment. Details on how to score are a part of the instructions on the tool.

Self-Assessment Tool

- Focused on identifying areas of strength and challenges in policies, practices, and beliefs in becoming culturally responsive.
- Five domains.
- Evidence.
- Scoring.

Slide 9

Trainer’s Commentary: The next few slides (Slides 10-13) provide information regarding NCCRESt and the tool. Once the tool has been downloaded, detailed information on how to navigate it is available. The tool can be surveyed in groups according to its domains.

Slide 10

Slide 11
Module E: Prioritizing and Selecting Root Causes

---

**Part III: Culturally Responsive Environments**

Part III of this module involves having the teams use information gathered from the assessment tool to think about how school systems play a role in creating culturally responsive environments.

---

**Trainer’s Commentary:** Culture is a relevant factor in the schooling process. We’ve developed many facets of education based on the cultural nuances of middle-class behaviors of interacting. Unfortunately, the culture of others has historically been excluded from the schooling process. A culturally responsive environment embraces the cultural nuances of all groups and builds the capacity of students to interact with others.

---

**Slide 12**

- **Activity:** Participants will complete the self-assessment survey in 5-6 small groups based on 3 selected topics. Groups will complete their chosen section of the survey.
- Next, each group will generate evidence for each question in the section it completed.

---

**Slide 13**

**Activity:** Each group will share the questions and the evidence they generated to support their responses with the larger group. The facilitator will post the big chart from each group for all participants to view throughout these presentations.

---

**Slide 14**

**Activity:** Participants will complete the self-assessment survey in 5-6 small groups based on 3 selected topics. Groups will complete their chosen section of the survey.
- Next, each group will generate evidence for each question in the section it completed.

---

**Slide 15**

- **Culturally Responsive Environments**
  - Using the culture and experiences of Latinos, African Americans, Asian Americans, Native Americans, and White Americans not part of mainstream culture as a scaffold to learning (Gay, 2004).
  - Instruction involves matching knowledge of particular groups with learning environment.

---

**Slide 16**

- **What does a culturally responsive environment look like?**

---

Equity in Education 93
**Part IV: Hypothesizing Solutions**

Part IV of this module involves having teams think through all of the data collected (using the activities from Modules A-E) and begin hypothesizing what steps can be taken to create a culturally responsive environment. How do PPBs impact school systems?
Module E: Prioritizing and Selecting Root Causes

Part IV: Hypothesizing Solutions

Slide 21

Let’s review our root causes.

Group activity

Slide 23

Trainer’s Notes: Recap the training by reviewing information you have captured. Ask probing questions such as, What new knowledge have you gained? You may also use this time to revisit items from the parking lot, if relevant.

Wrap-up Conversation
- How do our policies, practices, and beliefs not meet the needs of all children?
- Do we have the tools in place for what practitioners are proposing?

Slide 24

Trainer’s Notes: Ensure team members fill out the evaluation form. Collect sign-in sheets.

Evaluate Training

Slide 25

Equity in Education 95
Module E
Handouts
Service Plan
The Data Analysis Modules are a data-driven investigation to identify the problems causing disproportionality. This Service Plan will aggregate information from all module series to hypothesize on possible root causes of disproportionality as well as identify potential solutions.

Research shows that disproportionality is often affected by three major factors: a district’s policies, practices, and beliefs. Surveys and other district data suggest some of the following issues that may be causing disproportionality:

**Policies:** Policies regarding interventions, instruction, curriculum, and parent/community involvement are either unclear or nonexistent. Those that are in place often vary across buildings and do not allow enough time for staff to develop and implement appropriate services/programs. In addition, the intervention services at times do not have clear exit criteria.

**Practices:** The capacity of teachers to provide differentiated and culturally responsive instruction is limited. Students are placed into special education or advanced classes based on ability rather than readiness level. Special education is often used as a primary intervention.

**Beliefs:** There is a common belief among staff that interventions are necessary for struggling learners and learners who do not compare to high-performing students. Also, special education is believed to be the “cure-all” for at-risk students. Finally, there is a belief that low-income Black and Latino students arrive at school not ready for school or lacking the readiness skills compared to other students.

Based on data collected from the Root Cause Report (Sample Databook), the district team will need to identify the root causes as well as recommendations to address disproportionality. The Service Plan and recommendation will guide you to solutions.
**Module E: Service Plan**

**SERVICE PLAN WORKSHEET**

**ROOT CAUSE RESULTS AND RECOMMENDATIONS**

This Service Plan worksheet should outline root causes and recommendations for addressing them.

*Directions:* In each column below provide comments as to what you think are your district's root causes and how they develop into disproportionality. You can create a flowchart or narrative to explain your reasoning and provide evidence and recommendations. *Reminder: Use any data collected from Modules A through E.*

<table>
<thead>
<tr>
<th>Root Cause</th>
<th>Evidence</th>
<th>Recommendation</th>
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