



2020 Disproportionality Institute

PRESENTED BY: IDEA DATA & RESEARCH @ UA LITTLE ROCK

FEBRUARY 4-5, 2020 * HOLIDAY INN AIRPORT CONFERENCE CENTER

Purpose of the Institute

- ▶ Increase local education agencies (LEA) insight of disproportionality contributing factors.
- ▶ Provide technical assistance in
 - ▶ conducting root cause analysis;
 - ▶ completing the required CCEIS Tool; and
 - ▶ completing the CCEIS and CEIS Application.

Disproportionality Institute Agenda

▶ Tuesday February 4, 2020

- ▶ 9:00 – 9:15 Welcome
- ▶ 9:15 – 11:30 Ashanti Branch
- ▶ 11:30 – 12:30 Lunch (provided)
- ▶ 12:30 – 3:30 The Mask You Live In
- ▶ 3:30 Have a great evening

▶ Wednesday, February 5, 2020

- ▶ 9:00 – 10:30 Belonging/Community Activity
- ▶ 10:45 – 11:30 Root Cause Analysis
- ▶ 11:30 – 12:30 Lunch (provided)
- ▶ 12:30 – 2:00 AR CCEIS Tool
- ▶ 2:15 – 3:30 CCEIS Application
- ▶ 3:30 Drive Safely

ASHANTI Branch

- ▶ Mr. Branch was born and raised in Oakland, California, where he studied Civil Engineering and worked as a construction project manager. After tutoring struggling students and realizing his true passion was teaching, Mr. Branch changed careers. In 2004, as a first-year teacher, Mr. Branch started the Ever Forward Club to provide a support group for African American and Latino males who were not achieving to their potential. The Ever Forward Club now serves both young men and women and has assisted 100% of its members to graduate from high school, with 93% of those individuals going on to attend college.
- ▶ Mr. Branch is on a mission to change the way students interact with their education and the way schools interact with students!

Welcome Back – Today's Agenda

Morning

- ▶ Belonging Activity
- ▶ Community Activity
- ▶ Your Life Experiences
- ▶ Root Cause Analysis

Afternoon

- ▶ Lunch
- ▶ Early Childhood and Disproportionality
- ▶ AR CCEIS Tool
- ▶ AR CCEIS Application

What does Belonging mean to you?

- ▶ At your table
 - ▶ On a sticky note write what the word belonging mean to you
 - ▶ Go around the table and introduce yourself (include your racial/ethnic identity) and state your meaning of belonging.
 - ▶ Discuss at the table denoting the commonalities and differences.
 - ▶ Place sticky notes on one of the chart papers marked belonging.
 - ▶ Take another 5 minutes and walk around and read what others have posted not at your table.
 - ▶ What can you/your campus/district do to make students/staff feel as if they belong

What does Community mean to you?

- ▶ At your table
 - ▶ On a sticky note write what the word community mean to you
 - ▶ Go around the table and tell what community means to you.
 - ▶ Discuss at the table denoting the commonalities and differences.
 - ▶ Place sticky notes on one of the chart papers marked community.
 - ▶ Take another 5 minutes and walk around and read what others have posted not at your table.
 - ▶ What can you/your campus/district do to make students/staff feel as if they belong

Student/Staff/Teacher Barriers

- ▶ What can you do to breakdown barriers between students and school staff/teachers?
 - ▶ How do you build trust?
 - ▶ How do you approach students without making them feel fearful?
- ▶ Some students just need to know that someone is there beside them and has their back.

Belonging and Community – Your Experiences

Around the room are signs with each of the racial/ethnic categories. Move to the sign that best represents your answer to the following. Take 5 minutes and discuss with others in the group at that sign.

- ▶ When you were in elementary school what race/ethnicity was your best friend?
- ▶ When you were in high school what race/ethnicity was your best friend?

Belonging and Community – Your Experiences

- ▶ When you were in undergraduate or graduate what race/ethnicity was your best friend?
- ▶ Today what race/ethnicity is your best friend?

Why Root Cause Analysis?

Root Cause Analysis

- ▶ Helps dissolve the problem, not just the symptom
 - ▶ Is poor attendance a problem or a result?
 - ▶ Strategies that focus on the symptom are often misdirected and the cause remains
- ▶ Eliminates patching and wasted efforts
 - ▶ Symptoms are often patched to cover them up. Patches add complexity to the system where the original efforts to teach/learn has been unsuccessful.
- ▶ Conserves scarce resources
 - ▶ Remedies that do not consider root cause often fail to reduce or eliminate the symptoms. Resources are usually thought of in terms of time, money, space, personnel, but can also include voluntary participation, commitments etc...

Why Root Cause Analysis?

Root Cause Analysis

- ▶ Induces discussion and reflection
 - ▶ Provides a means for discussion and reflection to take place in a nonthreatening and open context.
 - ▶ Opinions not based on data are rejected until proven
 - ▶ This helps reduce knee-jerk reactions to problems
- ▶ Provides rationale for strategy selection
 - ▶ Cannot be fixed until we know what is wrong.
 - ▶ By identifying the cause, one can justify strategies that are aimed at the cause rather the symptom

What is Root Cause?

According to the Savannah River Nuclear Project:

Root cause is "the most basic cause that can reasonably be identified, that we have control to fix, and for which effective recommendations for prevention can be implemented."

From the Medical Risk Management Associates:

Root Causes are "underlying causes of adverse outcomes."

From "Total Quality Schools," by Joseph C. Fields:

A Root Cause is "the most basic reason the problem occurs."

Often the most immediate or obvious cause is mistaken as the root cause when, it is simply the most proximate contributory cause which has deeper roots.

Levels of Root Cause

- ▶ Four Levels of Root Causes

- ▶ *Incident or Procedural Level*

- ▶ A fight in the cafeteria, 5th period on Wednesday.

- ▶ *Programmatic or Process Level*

- ▶ There are always fights in the cafeteria, every day, at every period.

- ▶ *Systemic Level*

- ▶ There are fights everywhere in school

- ▶ *External Level*

- ▶ The whole community is fighting

Levels of Root Cause: Can you identify which of these elements belong to which level of Root Cause?

- A. Youth culture
- B. The student
- C. The media
- D. Leadership
- E. Instructional process
- F. Collaboration
- G. Budget
- H. Curriculum assessment
- I. Planning

- J. The teacher
- K. Health
- L. The incident
- M. Setting
- N. Training and staff development
- O. Gangs
- P. Morale
- Q. Values/belief
- R. Grouping
- S. Time

- T. Wealth/poverty
- U. Facilities
- V. Technology
- W. History
- X. Capacity
- Y. Administrative procedures
- Z. The test

Indicate next to each element

I = Incident or procedural Level

P = Programmatic Level

S = Systemic Level

E = External Level

Levels of Root Cause: Can you identify which of these elements belong to which level of Root Cause?

A. Youth culture	E	J. The teacher	I	T. Wealth/poverty	E	Indicate next to each element I = Incident or procedural Level P = Programmatic Level S = Systemic Level E = External Level
B. The student	I	K. Health	E	U. Facilities	S	
C. The media	E	L. The incident	I	V. Technology	S	
D. Leadership	S	M. Setting	P	W. History	S	
E. Instructional process	P	N. Training & staff development	P	X. Capacity	S	
F. Collaboration	S	O. Gangs	E	Y. Administrative procedures	P	
G. Budget	S	P. Morale	S	Z. The test	I	
H. Curriculum assessment	P	Q. Values/belief	S			
I. Planning	S	R. Grouping	P			
		S. Time	P			

When is a Cause a Root Cause?

There is rarely a single root cause; often there is a cluster of causal factors. M. Ammerman, identified three criteria to determine if each identified cause is a root cause or if it is a contributing cause.

1. Would the problem have occurred if the cause had not been present?

If no, then it is a root cause.

If yes, then it is a contributing cause.

2. Will the problem reoccur as the result of the same cause if the cause is corrected or dissolved?

If no, then it is a root cause.

If yes, then it is a contributing cause.

3. Will correction or dissolution of the cause lead to similar events?

If no, then it is a root cause.

If yes, then it is a contributing cause.

How to Conduct a Root Cause Analysis?

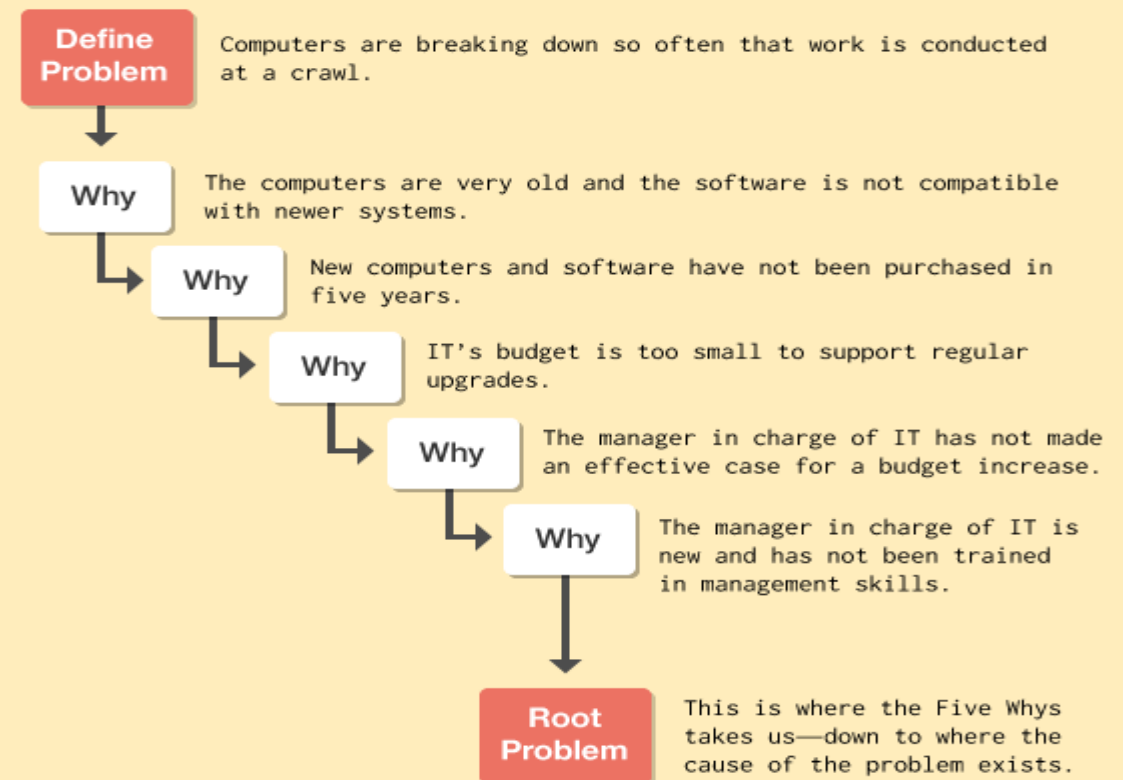
1. Define the problem: What are the specific issues?
2. Collect data relating to the problem: Is there data related to the problem?
3. Identify what is causing the problem: What is the factor or combination of factors
4. Prioritize the causes: Do not tackle all at once, prioritize
5. Identify solutions to the underlying problem and implement the change: Focus on eliminating the problem so it does not recur
6. Monitor and sustain: Execution of solution is key, Implement with fidelity and monitor the impact of the improvements

Root Cause Analysis Methods

► The 5 Why Analysis

- Simply put, ask WHY five times
- The objective is to arrive at the underlying root cause to the problem

Five Why Analysis (Computer Problem)

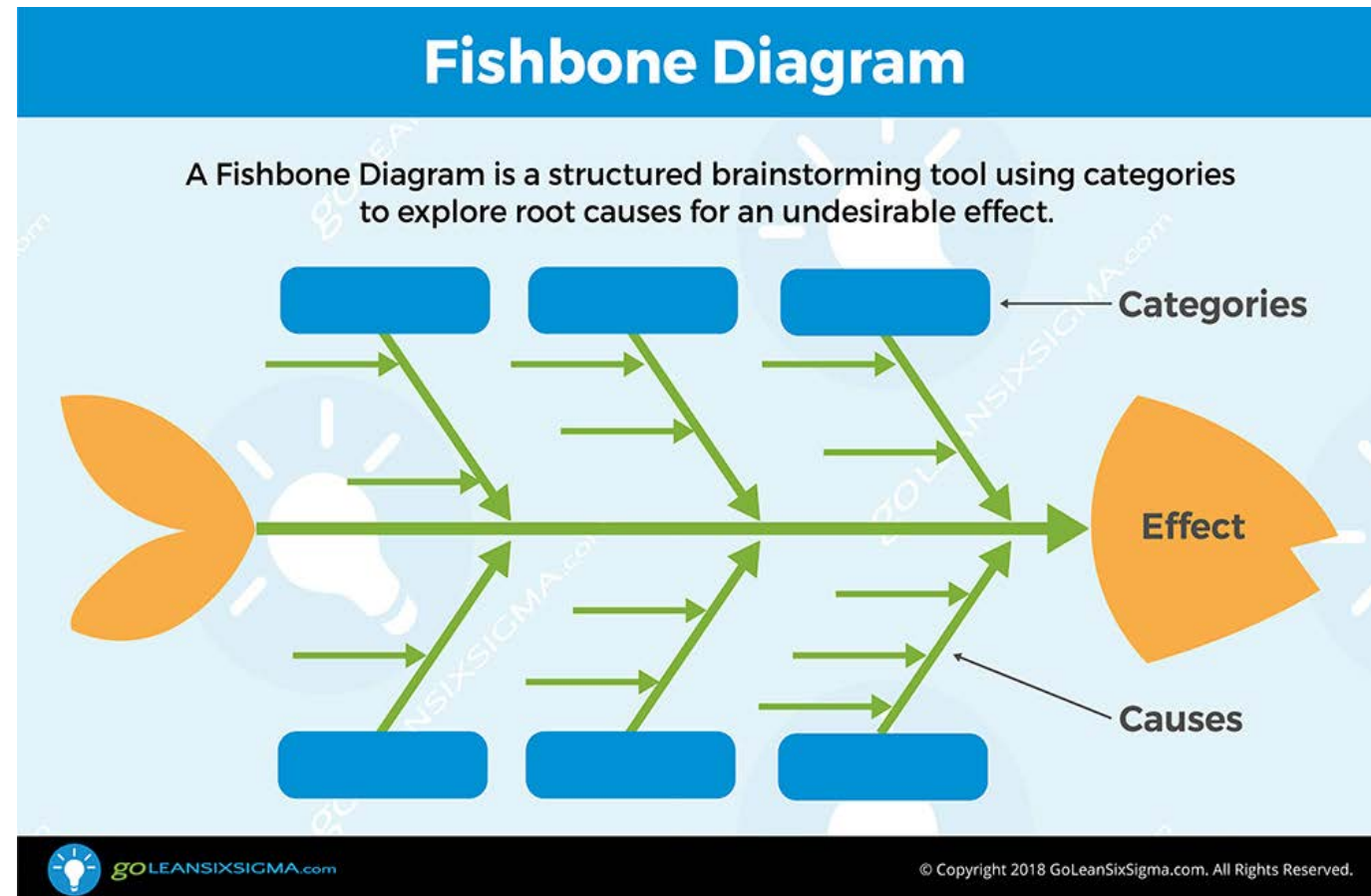


Root Cause Analysis Methods

Fishbone Diagram

1. Define your problem
2. Brainstorm with team on possible causes
3. Use the 6 Ms while doing so
 - ▶ Man
 - ▶ Machine
 - ▶ Method
 - ▶ Material
 - ▶ Measurement
 - ▶ Mother Nature
4. Categorize all the causes per the 6Ms
5. Prioritize basis data and team view
6. Brainstorm solutions for the prioritized causes and implement

Instead of the 6 Ms the categories could be aligned with your specific problem such as curriculum, instructions, system processes, student demographics, external influences, etc...



Why did I spend this time covering Root Cause Analysis?

Root cause analysis is a requirement of IDEA, whenever a local education agency is identified as having Significant Disproportionality in one or more of the 14 areas of analysis.

- ▶ Identification (1)
- ▶ Disability category (6)
- ▶ Educational environment (2)
- ▶ Discipline (5)



LUNCH

AR CCEIS Tool

- ▶ As part of the requirements under the IDEA significant disproportionality regulations all districts identified must
 - ▶ conduct a root cause analysis to identify contributing factors;
 - ▶ conduct a review of policies, procedures, and practices to ensure the disproportionality is not a result of inappropriate policies, procedures, and practices;
 - ▶ set-a-side and budget 15% of new allocation to provide comprehensive coordinated early intervening services; and
 - ▶ track and report students being served.

AR CCEIS Tool

To assist districts in conducting

- ▶ their root cause analysis to identify contributing factors; and
- ▶ the review of policies, procedures, and practices to ensure the disproportionality is not a result of inappropriate policies, procedures, and practices,

the AR CCEIS Tool in excel was developed to consolidate the required information into one of two documents.

Where is the CCEIS Tool Located?

- ▶ Special Education website
 - ▶ <http://dese.ade.arkansas.gov/divisions/learning-services/special-education>
- ▶ From the right side menu, click on Comprehensive Coordinated Early Intervening Services (CCEIS)
- ▶ Scroll to the bottom of page to CCEIS Required Tools can click on the tool.



CCEIS Required Tools

Arkansas CCEIS Tool (Excel)
Arkansas CCEIS Application (Word)

Public Reporting

Comprehensive Coordinated Early Intervening Services (CCEIS) Profiles (pdf)
CCEIS Calculation Summary (pdf)

Layout of the CCEIS Tool

- ▶ When you open the CCEIS Tool, you will see multiple color coded tabs at the bottom of the screen.
- ▶ The sections are numbered and color coded for ease of use.
- ▶ They are in the order in which they should be completed.



What are the Tabs

Instructions

Resources

1-Sig Dispro Team

2-Min Sample

3-Record Review - ID

4-Record Review - LRE

5-Record Review - DISCIP

6-SG Overview

7-Self-Assessment - ID

8-Self-Assessment - LRE

9-Self-Assessment - DISCIP

11-CCEIS Application Info

Instructions

- ▶ READ the instruction tab completely
- ▶ Step 1: Recruit your teams
- ▶ Step 2: Determine the number of folders to be reviewed
- ▶ Step 3: Record reviews

All school district CCEIS teams must complete the following tabs in this Excel workbook:
1 and 2 (**light blue tabs**), 6 through 6q (**green tabs**), and 11 (**yellow tab**).

If your district was identified as having

Significant Disproportionality in:

Then complete the following tabs:

- (A) **Identification for Special Education**
(including in a specific disability category)..... (A) **Tabs 3 and 7 (dark blue)**
- (B) **Least Restrictive Environment (LRE)**..... (B) **Tabs 3 and 7 (dark blue) AND Tabs 4 and 8 (orange)**
- (C) **Disciplinary Removals**..... (C) **Tabs 5 and 9 (red)**

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- (C) **Disciplinary Removals**..... (C) **Tabs 5 and 9 (red)**

Instructions

- ▶ Step 4: Recruit your team and complete the Success Gap. ALL the green tabs. This is REQUIRED for every LEA identified as significantly disproportionate.
- ▶ Step 5: Complete the self-assessment(s)
- ▶ Step 6: Summarize the information compiled via the student record reviews, Success Gap, and self-assessment to determine the root cause and contributing factors for the disproportionality.
- ▶ Step 7: Complete the AR CCEIS Application.
- ▶ Step 8: Submit the finalized CCEIS Tool and Application to superintendent for signature.
- ▶ Step 9: Submit the final, signed CCEIS Tool and Application to sped.finance@Arkansas.gov

Review of each Tab in the CCEIS Tool

Download the tool by going to <http://arksped.k12.ar.us/documents/cceis/arkansas-cceis-tool.xlsx>

Review of each CCEIS Application

Download the application by going to <http://arksped.k12.ar.us/documents/cceis/arkansas-cceis-application.docx>