

# **Finding Your Root!**



**Presented by  
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South Side School & Omaha Districts**

# Where Do You Start?

- Understand significant disproportionality
- Understand how the district got there
- Review district data (3 year pattern)
- Select your Dispro Working Team
- Begin the Work!





# Understand Why

- The methodology used for identification by disability categories (autism, emotional disturbance, intellectual disability, other health impairment, speech language impairment, & specific learning disabilities)
- **Bottom Line:** If your district exceeded a risk ratio of 3 for the same specific race & disability for 3 consecutive years the district will flag



# Understand How

- Conduct Root Cause Analysis
- Complete Success Gap Rubric
- Complete Disproportionality Self-assessment:
  - Include individual student worksheets
- Submit CCEIS application to DESE Special Education Finance



## Understand How

- Budget 15% of next year's Part B allocation for the provision of CCEIS to general ed students and/or current special education students
  - Students receiving services under CCEIS **MUST** be comprised of more than 50% non-disabled students
- Track students served in Early Intervening module in eSchool
- Report students in Cycle 7

## Data from South Side

<b>Fiscal Year</b>	<b>Risk Ratio</b>
2017	3.11
2018	3.05
2019	3.30
2020	<b>2.99</b>

# Finding Our Root Cause at South Side

## ***You can't fix it if you don't know what's wrong!***

- We selected our Dispro team: LEA Supervisor, School Psychology Specialist, Principals (Elementary & High School), Special Ed Teachers (2), Counselors (2), and General education teacher (1).
- We began crunching the data: Pulled eSchool data: School Age Detail Information List (RPT 730-SIS); Cycle 4
  - Began review of 100% of students placed under category of OHI

# Finding Our Root Cause at South Side

**A Root Cause is the most basic reason the problem occurs**

*~Total Quality Schools, by Joseph C. Fields~*

- 4 Levels of Root Causes
  - **Incident or Procedural: Root cause at South Side**
  - Programmatic or process
  - Systemic
  - External
- Conducting the Root Cause Analysis



# Finding Our Root Cause at South Side

**“No matter how good the team or how efficient the methodology, if we’re not solving the right problem, the project fails”**

**~Woody William~**

- **We defined our problem:** Transfer students contributed to our disproportionality in the disability category of Other Health Impairment.
- **We collected data related to the problem:** CCEIS Team completed self assessment tool, reviewed individual students folders, reviewed child find procedures, reviewed evaluation/reevaluation processes, and reviewed eligibility determination procedures.

# Finding Our Root Cause at South Side

**“When solving problems, dig at the roots instead of just hacking at the leaves”**

**~Anthony J. D’Angelo~**

- **We identified the causes of the problem and prioritized:**
  - Child find team needs to carefully review grade-to-grade movement of students to determine early intervention needs.
  - Evaluation/Reevaluation teams need to ensure that all documentation for OHI is carefully reviewed, considered, and administered.
  - IEP teams need to consider all potential areas of eligibility in order to determine the most appropriate disability category for special education placement.

# Finding Our Root Cause at South Side

**“There are no  
problems, only  
solutions.”**



image: Lennon self-portrait

# Finding Our Root Cause at South Side

- **We identified solutions to the underlying problem and implemented change:**
  - LEA Supervisor and SPS maintain an active role in transfer conferences, EDR Conferences, and Child Find Activities
  - CCEIS Team adopted a data driven accountability system to ensure that early intervention processes are delivered with fidelity
  - RTI Teams have been encouraged to include the SPS when considering Tier 2 and 3 interventions
  - Utilize school psychology specialist (SPS) in schoolwide decision-making related to interventions

# Finding Our Root Cause at South Side

- **We are Monitoring and Sustaining:**
  - We are out of Dispro in 2020-21 school year!!!
  - School administrators have embraced data driven accountability
  - Special education staff members have been trained and responded to data driven training and curriculum (I Ready)
- **You can do it too!**



# Data from Omaha

Fiscal Year	Risk Ratio
2017	???
2018	11.42
2019	13.44
2020	<b>0</b>

# Finding Our Root Cause at Omaha

***You can't fix it if you don't know what's wrong!***

- We selected our Dispro team: LEA Supervisor, Principals (Elementary & High School), Special Ed Teachers (3), Counselors (1), and General education teacher (2).
- We began crunching the data: Pulled eSchool data: School Age Detail Information List (RPT 730-SIS); Cycle 4
  - Began review of 100% of students placed under category of ED
  - Drill deeper into the students identified as ED and asked multiple questions to find the “why”

# Finding Our Root Cause at Omaha

- **We defined our problem: It was 2 part:** Any student with and evaluation results of ED was found eligible as ED no matter other criteria presented. Small population size and ZERO diversity.
- **DATA Frustration:** 100% of the school population is white.
- 100% of Special education population is also white
- That did not allow diversity amongst our general education or special education population.



# **Finding Our Root Cause at Omaha**

- **Only 4 students identified ED.**
- **Know what can be changed and what can't.**
- **Let go of what can't be changed.**
- **Focus on what can be changed.**

# Finding Our Root Cause at Omaha

- **We collected data related to the problem:**  
CCEIS Team completed self assessment tool, reviewed individual students folders, reviewed child find procedures, reviewed evaluation/reevaluation processes, and reviewed eligibility determination procedures

# Finding Our Root Cause at Omaha

- **We identified the causes of the problem and prioritized:**
  - Child find team needs to carefully look at early intervention needs including 504 plans, school based mental health needs.
  - Evaluation/Reevaluation teams need to ensure that all documentation for ED is carefully reviewed, considered, and administered.
  - IEP teams need to consider all potential areas of eligibility in order to determine the most appropriate disability category for special education placement.

# Finding Our Root Cause at Omaha

- **Looked at Data:** The team looked at each student under the label of ED. Analyzed each student's data and designed specific instruction supports to move student out of need of support if possible.
- **The team also considered:** Existing Data. The team would determine if all data was current and if new data was needed.

# Finding Our Root Cause at Omaha

- Most students were re-evaluated. The team then determined eligibility from the new evaluation. Most did not need services because they were receiving services in other ways (School Based Mental Health, 504, Co-teaching)
- All students are receiving Tier I instruction in the general education classroom.
- Early intervention services have focused on anxiety and coping with anxiety.
- Co-teaching is helping with this focus also.
- The one thing we could not change was the diversity of the population.

# Finding Our Root Cause at Omaha

- **We are Monitoring and Sustaining:**
  - We are out of Dispro in 2020-21 school year!!!
  - School administrators have embraced data driven accountability
  - Growth Mindset
- **You can do it too!**

# Lessons Learned

- Teamwork is essential. This is **not** a one person endeavor!
- Ask your administrators to the table. Their support is crucial.
- Organize! We used a 3 ring binder to keep all of our training materials, applications, folder reviews, and data in one place.
- Use thoughtfulness and planning for the future when completing the CCEIS application
- Continue having conversations with fellow educators- significant disproportionality can happen to any of us!

# Want to Reach Us?

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# We Want You to Remember....

During this unprecedented year, we are all struggling. We stand with you and want to you to know that:

<https://youtu.be/NkDNp4ATCso>