



INDIANA
DEPARTMENT *of*
EDUCATION

Office of Special Education
Results Driven
Accountability (RDA)
Root Cause Toolkit



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Indicator 4A: Suspension

Data Sources to Consider

- Office referrals, suspension paperwork
- Restraint and seclusion data
- Attendance data
- School-based behavior reporting data (frequency of behaviors/classroom)
- Discipline Reporting (IDOE-ES)
- Manifestation Determination (MD) information
- Student grade reports, transcripts, schedules
- Educational or psychological assessments

Policy and Procedure Review

- Suspension process
- Office referral policy
- Standardized procedures for reporting and recording suspension and alternatives to suspension
- Monitoring the consistent implementation of practices
- Re-entry process after suspension

Key Questions

1. What data collections systems does the school corporation have in place? Can the data be disaggregated by staff person, location, time of day, student population, etc.?
2. What structures are in place to regularly collect and analyze disciplinary data (including office referrals and expulsions) by a multidisciplinary team? How often does that team meet? How often are those individuals selected? What training and administrative support is provided to the team?
3. How does the school corporation teach adaptive behaviors and build relationships with students?
4. What positive alternatives to suspension are offered at individual school sites? What training has been provided schoolwide or districtwide related to alternatives to suspension? Are supports available to teachers and school leadership teams to facilitate the growth of programs that provide alternatives to suspension?

Indicator 9: Disproportionate Representation of Students with Disabilities by Race or Ethnicity

Data Sources to Consider

- Data for referral to special education
- Disaggregated student academic data
- Annual Performance Report (APR) data
- Parent input data
- Local education agencies' (LEAs') implementation of Response to Intervention (RTI), Universal Design for Learning (UDL), and Multi-Tiered Systems of Support (MTSS)
- Special Education Reporting (IDOE-SE) and Pupil Enrollment Reporting (IDOE-PE)

Policy and Procedure Review

- Process to identify trends in referral for special education for specific student populations
- Process of MTSS to special education assessment
- Process of incorporating the following in classroom curriculum and teaching:
 - Practices regarding the cultural and ethnic background of students
 - Trauma-informed practices
 - English language acquisition supports

Key Questions

1. When reviewing LEA's referral process(es):
 - a. What methods are utilized to track and analyze referrals?
 - b. What was the length of time between referral/initial child find or RTI team or case conference committee (CCC) convening and participation in the assessment for special education eligibility?
 - c. What academic interventions are used prior to assessment? How long are interventions utilized prior to assessment?
 - d. Is the intervention process clearly defined, and is student progress tracked effectively during interventions?
 - e. What data is utilized to measure the student's response to utilized interventions?

- f. What interventions are being used to support students' well-being prior to assessment? How long are interventions utilized prior to assessment?
 - g. Are the interventions being used evidence-based?
2. What structures are in place to ensure that educators are considering practices regarding the cultural and ethnic background of students when determining eligibility for special education?

Indicator 10: Disproportionate Representation in Specific Disability Categories

Data Sources to Consider

- School culture and climate data
- Curriculum and assessments reflecting Indiana's employability skills standards
- Disaggregated student academic data
- Classroom-level data (student and assignment grades)
- Transition plans for Individualized Education Programs (IEPs)
- Student course enrollment data, transcripts, and course of study
- Attendance records, service log, and/or pull-out schedules
- Discipline data
- Functional Behavior Assessments and Behavior Intervention Plans
- RTI data

Policy and Procedure Review

- Process to identify trends in referral for special education for specific student populations
- Process of MTSS and RTI to special education assessment

Key Questions

1. During the referral process, what considerations are made regarding the cultural or ethnic background of the student? How are these considerations captured during the MTSS/RTI process?
2. In looking at the the referral process(es):
 - a. What was the length of time between referral, the initial child find and/or RTI team meeting, and assessment for special education eligibility?
 - b. What interventions supporting academic and student well-being were used prior to assessment and for how long?
 - c. Are the interventions being used evidence-based and with fidelity?
3. What is the process of ensuring that a student is assessed in all areas of suspected disabilities?
4. What structures are in place to ensure all factors relating to a student's cultural or ethnic background are taken into consideration when assessing a student for special education? How are these considerations documented?

5. What processes are in place to review the eligibility of students eligible for special education?

Disproportionality in Discipline

Data to Consider

- Curriculum and assessments based on Indiana's employability skills focused on student well-being
- Grades and assignment completion
- Discipline data and counseling logs
- Attendance records
- Discipline, suspension, expulsion, and MD paperwork
- Behavior Intervention Plans (BIPs) and behavior goals

Policy and Procedure Review

- Positive Behavior Intervention and Supports (PBIS) system
- Process of monitoring and responding to discipline data

Key Questions

1. What does the data reveal about the disproportionate discipline of student populations by race and ethnicity?
2. How often is discipline data entered into the student information system (SIS)?
3. How frequently do special education and general education leaders review discipline data? How is the data disaggregated (e.g., by student demographics, referral source, suspension reason)?
4. Do educators, students, and families have opportunities to share their opinions on discipline practices at this school?
5. What processes are in place to foster positive behavior support and interventions for students?
 - a. What are the alternatives to classroom or school removal?
 - b. What interventions supporting student well-being are available? Are these interventions evidence based?
6. If a student with a disability is experiencing disciplinary referrals, how is the IEP team informed? What is the next step for the IEP team?

Disproportionality in Placement

Data Sources to Consider

- Disaggregated offense/behavior data
- Referral data
- Disaggregated student academic data
- Parent input and feedback
- Service logs and/or pull-out schedules
- Transition plans
- Student course enrollment data, transcripts, and course of study
- Attendance records

Policy and Procedure Review

- Process for assessing and implementing behavioral supports
- Process for assessing and implementing academic supports
- Process for determining placement in a more restrictive environment

Key Questions

1. What processes are in place to identify a student that requires more support? In reviewing the processes:
 - a. What was the length of time between referral/initial child find or RTI team or CCC and assessment for special education eligibility?
 - b. What academic interventions were used prior to assessment and for how long?
 - c. What interventions to support student well being were used prior to assessment and for how long?
 - d. Are the interventions being used evidence-based?
2. What structures are in place to regularly review a student's placements? What is the process of collecting data to progress monitor a student in a more restrictive environment?
3. When reviewing students who are eligible for special education services, consider the impact of length of time in the current placement and the previous placement:

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- a. What did the IEP team document as the reason for a change in placement?
- b. What data is available to support the student's placement on the continuum of supports?

Indicator 11: Initial Evaluations

Data Sources to Consider

- Parent referral data (e.g., parent consent date)
- Initial evaluation date for special education eligibility
- Referral process - who receives the most referrals? (e.g., office staff, teachers, school psychologist, etc.)

Policy and Procedure Review

- Process of completing special education assessments within the 50 day timeline (or 20 day if required)
- Procedures for securing additional assessors when needed
- Process of ensuring families are included in the development of the IEP

Key Questions

1. What is the process for completing special education assessments within the 20 days or 50 days of parental consent?
2. How are assessments assigned to assessors? What contingency plans are in place if there is a shortage of assessors?
3. What resources do assessors need to complete assessments in a timely manner?
4. Who is responsible for monitoring the progress of assessments during the initial evaluation timeframe? How does the person or persons responsible for monitoring the progress of assessments during the initial evaluation timeframe facilitate information sharing among all assessors?
5. Who is responsible for scheduling IEP meetings? How are the meetings scheduled and records maintained?

Child Find

Data Sources to Consider

- Referral systems, Response to Intervention (RTI), and Multi-Tiered Systems of Support (MTSS)
- Assessment and evaluation data
- Interventions and Universal Screeners
- Discipline information and referrals
- Parent requests for assessment

Policy and Procedure Review

- File review for new students
- MTSS/RTI process to identify students in need
- Training of staff on child find obligations
- Child find notices and communication

Key Questions

1. What structures are in place to support students in the areas of academic, behavioral, student well-being, and/or language acquisition?
2. What is the process for determining if a student requires assessment for special education services?
3. How often do school-site and school corporation leaders review student data? What types of data are reviewed? How are staff, families, and community partners informed about child find?
4. What assessment procedures are used to determine special education eligibility?

Indicator 12: Transition from Early Childhood (First Steps) to School

Age Programming

Data Sources to Consider

- Date of referral from First Steps
- Parental consent date
- Early childhood data
- Evaluation data

Policy and Procedure Review

- Assessment coordination process between First Steps and school corporation
- Child find notification process
- Referral process for students before third birthday
- Transition process from First Steps to school age programming
- Assessment for school age programming

Key Questions

1. What is the process to ensure students are referred prior to 90 days before their third birthday?
2. What structures are in place to ensure these processes are adhered to?
3. What are the assessment procedures once a child is referred for school age assessment?
4. What is the process for acquiring specialty assessors to conduct assessments?
5. What are the most common reasons that IEPs were not convened before a student's third birthday?
6. What processes are in place to monitor the transition from First Steps to school age programming?

Indicator 13: Secondary Transition

Data Sources to Consider

- Indiana IEP (IIEP) transition data
- Post school outcome survey data
- Attendance records
- Student course enrollment data, transcripts, and course of study

Policy and Procedure Review

- Class scheduling process
- Assessment process for developing IEP Transition Plans
- Development and implementation of IEP Transition Plans
- Progress monitoring for transition goals
- Transition Services and Activities development for IEPs

Key Questions

1. What processes are in place for conducting the IEP Transition Plan? What structures are in place to monitor and ensure the LEA is meeting compliance outcomes for this element?
2. How do IEP teams ensure IEP Transition Plans are developed by a student's 14th birthday?
3. What assessment process is in place for IEP Transition Plans? Are standard assessments or curricula used for the Transition Plan assessment process?
4. How and when do IEP teams review progress toward postsecondary goals? How frequently are goals updated?
5. What structures are in place to ensure transition services include a course of study that will enable a student to meet their post-secondary goals?
6. How are students involved in the development and implementation of their IEP Transition Plan?