

FM Root Cause Analysis Considerations

Premise 1: Data of concern related to students with disabilities (SWDs), most often, has roots in both special education **and** general education practices.

Premise 2: Data of concern, most often, has a number of contributing factors; therefore, data must be triangulated in order to identify the root cause(s) of that data.

Premise 3: The most useful data in determining true areas of concern include several years or cycles of data collection.

Premise 4: Effective change is rooted in adult actions and usually takes multiple years or school cycles to implement and begin to see significant change.

Identified data of concern is simply a “starting point.” The next step involves looking holistically at a district/school and examining larger areas, which may or may not hold embedded practices that are contributing to the identified data of concern.

The following areas are suggestions for looking more holistically at a district/school. This is not an all-inclusive list. It is likely that the root causes of any identified data of concern fall into more than one of these areas (or areas that have not been identified below), therefore, it is suggested that multiple areas be explored.

Areas of Exploration/Intervention:

- School Climate
- Community Involvement
- Presence of SRBI model
- Presence of differentiated instruction as a model of instruction
- Presence of co-teaching model of instruction
- Understanding of the Educational Benefit Process (for use with special education)
- Use of technology, including assistive technology
- District/school leadership model
- District/school discipline practices
- District/school attendance policies/practices
- Presence of active parent group(s) / Parental input regarding data of concern
- Student input regarding data of concern
- Classroom Management Model(s)
- Staff Development Model
- OTHER: _____
- OTHER: _____

Useful Data Points/Activities:

When considering areas to explore, the following table offers useful data points or activities that may assist a district/school in drilling down into each area of concern to identify the root cause(s). The location or source of such data/information is also provided. .

Data Points or Activities to Consider when Reviewing and Area	Potential Data Source(s)
Achievement on statewide assessments	CT Education Data and Research (CEDaR) CT Reports at district level Bureau of Student Assessment web page District APR-Indicator 3c
Participation rates on statewide assessments	District Test Coordinator District APR-Indicator 3b
Testing accommodations on statewide assessments (MAS, Skills Checklist)	District Test Coordinator
Attendance data (student and staff)	CEDaR School-based info. management system (e.g., PowerSchool)
Discipline data (sanctions not including suspension/expulsion)	ED 166, CEDaR School-based info. management system (e.g., PowerSchool)
Suspension/expulsion data	ED 166 CEDaR District APR-Indicator 4a,b School-based info. management system (e.g., PowerSchool)
Rate of graduation with standard high school diploma data	CEDaR District APR-Indicator 1 Bureau of Data Collection, Research and Evaluation
Dropout data	CEDaR District APR-Indicator 2 District Superintendent through secure CEDaR
'Still enrolled'	District APR-Indicator 1 Bureau of Data Collection, Research and Evaluation
Post-school outcomes data	Post-School Outcomes Survey District-Level Report at district
SWD rates of identification for disability category data	CEDaR District APR-Indicator 5 SEDAC at district
Placement/LRE/time with non-disabled peers data	CEDaR, SEDAC at district
Interviews (parent, staff, student)	Conduct interviews in district using specific interview protocol and compiling information
IEP Review and service verification/observation of IEP implementation	Conduct IEP reviews and service verifications/
Classroom Observations	Conduct observations using specific protocols and compile information
Restraint and Seclusion data	Restraint and Seclusion Data Collection Report
SRBI data	
Risk Behavior Indexes / Active Engagement data, etc.	CT School Health Survey

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CT Reports (<http://www.ctreports.com>)

Bureau of Student Assessment web page (<http://www.csde.state.ct.us/public/cedar/assessment/index.htm>)