

Attachment 2: Data Analysis of Student Referrals

District: _____

School Year: _____

Person Completing Form: _____

Date Completed: _____

Note – Attachment 2 Table 1 - Required for ALL Districts

The purpose for completing Attachment 2, Table 1 for overidentification is to produce a critical analysis of the referral process beginning at RTI Tier 2, through SST and determination of referral for specialized instruction. The intent of this analysis is to identify potential sources of disproportionality in the referral process. Pre-referral interventions, when implemented in a consistent manner school-wide, have been shown to reduce the number of students who may need special education and related services in order to progress within the general education curriculum.

Directions for completion of Attachment 2 - Overidentification:

Attachment 2 consists of two parts, a sampling of referral data (Table 1) from the tiered RTI process and an analysis of the district's procedures and practices for the RTI/SST process according to recommendations for practice found in the DOE guidance for RTI and SST.

Select a representative sample of students who were referred to special education during the current school year. The sampling of students should include all or a significant number of students from the identified group. The students selected should come from schools that represent the varied demographics of the district. **Note: If no conclusive pattern emerges, include additional students in the sample.**

The number of students selected should be determined as follows:

20 or fewer students	Review all records
21 – 200 students	Select 20 student records
200 + students	Select 30 student records

Column 1 - List student names within the sample as described above

Column 2 - List school of attendance

Column 3 - List grade level

Column 4 - List racial or ethnic group

Column 5 - Name and title of person first making referral for RTI interventions

Column 6 - List of research-based interventions put in place

Column 7 - Number of weeks interventions were in place

Column 8 - Frequency per week of progress monitoring during interventions

Column 9 - Reason(s) for referral for special education evaluation (A = academic; B = behavior; AB = both academic and behavior)

Column 10 - Student was found eligible for Special Education (Y = yes, N = no)

Analysis

Use Table 1 to complete the following.

1. Are prereferral interventions provided equitably by type, degree, and frequency across all schools and racial groups? How is compliance with the RTI procedures monitored across schools?
2. Based on the sampling of records, what number/percent demonstrated appropriate practices for interventions (e.g., duration, frequency, etc)? What is the evidence that the RTI process is occurring at all levels including middle and high school?
3. What are the school-level trends and patterns for this data? For example, does the review of several records from a particular school indicate that appropriate practices were not being consistently implemented?
4. Describe how research-based interventions are administered with fidelity?
5. What is the percent of students referred to special education that were determined eligible?

Attachment 2: Overidentification, Discipline, &/or Disproportionate Placement

Attachment 2: Table 1									
1. Student	2. School	3. Grade	4. Racial/ Ethnic Group	5. Name and Title of Person Making Referral	6. Type(s) and Name(s) of Prereferral Interventions	7. Duratio n in Weeks	8. Frequency of Progress Monitoring per Week	9. Reason for Special Education Referral: Behavior, Academic, Both	10. Found Eligible (Y/N)

Attachment 2: Overidentification, Discipline, &/or Disproportionate Placement

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1. Student	2. School	3. Grade	4. Racial/ Ethnic Group	5. Name and Title of Person Making Referral	6. Type(s) and Name(s) of Prereferral Interventions	7. Duratio n in Weeks	8. Frequency of Progress Monitoring per Week	9. Reason for Special Education Referral: Behavior, Academic, Both	10. Found Eligible (Y/N)

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Attachment 2: Overidentification, Discipline, &/or Disproportionate Placement

Attachment 2: Table 2 Discipline

District: _____

School Year: _____

Person Completing Form: _____

Date Completed: _____

**Note - Required for Districts identified as Disproportionate or Discrepant
for Disciplinary Removals**

The purpose for completing Attachment 2, Table 2 is to help LEAs examine the implementation of evidenced based interventions and strategies that improve behavior.

Directions: Attachment 2, Table 2 consists of two parts, a sample of data for SWDs removed for disciplinary reasons together with a consideration of the effectiveness of the behavior intervention plan for each. The second part is the analysis of this data to help determine sources of disproportionality or discrepancy.

Select a sample of those students with disabilities who have been suspended either 1) in-school suspension and/or, 2) out-of-school suspension.

Use the information in the table below to determine the number of students to be selected. Ensure the sample of students includes all or a significant number of the students in the identified subgroup. A district must review records for patterns of in-school suspensions if there are not patterns of removals for out-of-school.

20 or fewer students	Review all records
21-200 students	Randomly select 20 students
200 students	Randomly select 30 students

Column 1 - List student names within the sample as described above

Column 2 - List school of attendance

Column 3 - List grade level

Column 4 - List racial or ethnic group

Column 5 - List eligibility category

Column 6 - Provide a brief description of behavioral interventions and supports provided

Column 7 - Using the students' discipline records, determine whether the Behavioral Intervention Plan (BIP) is effective based upon whether the number of any suspensions is going up, coming down, or remaining the same.

Attachment 2: Overidentification, Discipline, &/or Disproportionate Placement

Analysis

Use Table 2 to complete the following.

1. Are students with disabilities (demonstrating a pattern of removals) receiving access to positive behavioral interventions and supports and other strategies? What interventions and supports appear to be most effective?
2. Do students with patterns of behavioral removals have BIPs in place across all eligibility categories?
3. In general, is the implementation of the behavioral intervention plans improving behavioral outcomes for these students? If not, what could be done differently?
4. What are the school-level trends and patterns for this data? For example, during the records review, was it observed in several records from a particular school that appropriate practices were not being consistently implemented?

Attachment 2: Overidentification, Discipline, &/or Disproportionate Placement

Attachment 2: Table 2 Discipline						
1. Student	2. School	3. Grade	4. Racial/ Ethnic Group	5. Eligibility Category	6. What positive behavioral interventions and supports and other strategies were provided to support the student?	7. Was the development and implementation of the BIP effective in reducing problem behaviors?

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Attachment 2: Table 2 Discipline						
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Attachment 2: Overidentification, Discipline, &/or Disproportionate Placement

Attachment 2: Table 3 Disproportionate Placement

District: _____

School Year: _____

Person Completing Form: _____

Date Completed: _____

Note - Required for Districts identified as Disproportionate Placement of SWD by race/ethnicity

The purpose for completing Attachment 2, Table 3 is to help LEAs analyze the reasons for placements in more restrictive settings, determine if appropriate progress is being made, and what type of services and supports are being provided for students with disabilities from racially/ethnically diverse backgrounds.

Directions for completion of Attachment 2 - Disproportionate Placement: Attachment 2 consists of two parts, a sampling of placement data for SWDs and an analysis the district's rationale and interventions that support the removal of students from the general classroom.

Select a sample of those students with disabilities within the identified subgroup by race/ethnicity. Consider excluding students in the lowest incidence categories: Severe Intellectual Disability, Profound Intellectual Disability, Vision Impaired, Deaf/Hard of Hearing, Deafblind. Use the table below to determine the number of students. This student sample should include a demographically representative sample of schools and grade levels across the district.

The sample should show a representative sample of eligibility categories.

20 or fewer students	Review all records
21-200 students	Randomly select 20 students
200 students	Randomly select 30 students

Column 1 - List student names within the sample as described above

Column 2 - List school of attendance

Column 3 - List grade level

Column 4 - List racial or ethnic group

Column 5 - List eligibility category

Column 6 - Briefly identify the rationale for why the student needs a more restrictive setting and what services and supports are provided in the small group setting

Column 7 - Student is making appropriate progress (Y = yes, N = no)

Attachment 2: Overidentification, Discipline, &/or Disproportionate Placement

Analysis

Use Table 3 to complete the following.

1. Describe the interventions and supports identified in IEPs that are provided to the selected students in high incidence eligibility categories in small group settings (e.g. Emotional/Behavioral Disorders, Specific Learning Disability).
2. When looking at the data table, are there significant differences between the services and supports that are provided in the small group settings compared to the general education settings? Are those differences substantial enough to support removal from the general education classroom?
3. Are there school level trend patterns for placement into small group settings by race or ethnicity? What might be the causes?
4. Are there district level trend patterns for placement into small group settings by race or ethnicity? What might be the causes?
5. Are there additional services or interventions that would support students in lesser restrictive environments?

Attachment 2: Overidentification, Discipline, &/or Disproportionate Placement

Attachment 2: Table 3 Disproportionate Placement						
1. Student	2. School	3. Grade	4. Racial/ Ethnic Group	5. Eligibility Category	6. What is the IEP team's rationale for why the student needs a more restrictive setting <u>and</u> what services and supports are provided in the small group setting?	7. Is the student making appropriate progress? Yes or No

Attachment 2: Overidentification, Discipline, &/or Disproportionate Placement

Attachment 2: Table 3 Disproportionate Placement						
1. Student	2. School	3. Grade	4. Racial/ Ethnic Group	5. Eligibility Category	6. What is the IEP team's rationale for why the student needs a more restrictive setting <u>and</u> what services and supports are provided in the small group setting?	7. Is the student making appropriate progress? Yes or No

Attachment 2: Overidentification, Discipline, &/or Disproportionate Placement

Attachment 2: Table 3 Disproportionate Placement						
1. Student	2. School	3. Grade	4. Racial/ Ethnic Group	5. Eligibility Category	6. What is the IEP team's rationale for why the student needs a more restrictive setting <u>and</u> what services and supports are provided in the small group setting?	7. Is the student making appropriate progress? Yes or No

Attachment 2: Overidentification, Discipline, &/or Disproportionate Placement

Attachment 2: Table 3 Disproportionate Placement						
1. Student	2. School	3. Grade	4. Racial/ Ethnic Group	5. Eligibility Category	6. What is the IEP team's rationale for why the student needs a more restrictive setting <u>and</u> what services and supports are provided in the small group setting?	7. Is the student making appropriate progress? Yes or No

Attachment 2: Overidentification, Discipline, &/or Disproportionate Placement

Attachment 2: Table 3 Disproportionate Placement						
1. Student	2. School	3. Grade	4. Racial/ Ethnic Group	5. Eligibility Category	6. What is the IEP team's rationale for why the student needs a more restrictive setting <u>and</u> what services and supports are provided in the small group setting?	7. Is the student making appropriate progress? Yes or No