

Materials/Documents for Disproportionality Self-Study and Systems Analysis

Below is a comprehensive list of materials that may assist the district in analyzing specific areas related to disproportionality. This list is aligned to the domains and sub-domains from the Disproportionality Self-study as well as the federally-developed (National Center for Culturally Responsive Educational Systems (NCCRESt)) rubric that will be used to guide the onsite Systems Analysis visit. [The complete rubric, titled "Rubric for Looking at District Practice", including a description of the focus areas referenced below, can be found here.](#)

Category	Document/evidence	Rubric Focus Area(s)	Self-study Domain/Sub-Domain
Needs Assessment	District needs assessment, including: <ul style="list-style-type: none"> • Areas/factors impacting AYP • Alignment of programs, plans, and funding sources • Key stakeholders • Evaluation 	1	I III IV
Policies & Procedures	Procedures and process checklists	2	I.A IV.A, IV.C
	Policy for resource allocation	3	I
	Policy related to teacher incentives	3	III
	Procedures and district supports for analyzing and interpreting assessments	18	IV.B V.B
	District-level improvement plan	1, 2, 4, 5, 6, 8, 14, 15, 22	I II III IV
Data – Performance Assessments	Performance on statewide assessments (disaggregated by race, gender, and disability)	4, 7, 18, 22	I III
	Performance on district-wide assessments (disaggregated by race, gender, and disability)	4, 18, 22	IV.A, IV.B V.B
	List of district-wide assessments given, including percent of participation of special education students	22	I.A IV.B
	Performance on short-cycle assessments, such as diagnostic screenings (disaggregated by race, gender, and disability)	18	IV.B V.B
	Comparison of performance rates to educational setting	14	III IV.A, IV.C V.B
Data – Other	Educational placement by setting (for two years - <i>program review team staff will bring this information with them...</i>)	2, 4, 14, 19	I.A III IV.A, IV.C V.B



Category	Document/evidence	Rubric Focus Area(s)	Self-study Domain/Sub-Domain
Data – Other (cont.)	Discipline (all occurrences (general & sp. ed. for past 2 years): <ul style="list-style-type: none"> by race, gender, and disability category (if available) for students who have dropped out by point of referral by place of occurrence by category of people who identified the problem 	2, 6, 10, 19	I II III IV.A, IV.C V.B
	Graduation and dropout rates (<i>by race/ethnicity – program review team staff will bring this information with them...</i>)	2, 6, 19	I.A II IV.A, IV.C V.B
	Attendance rates (including dropout students)	6	II IV.C
	Report card information	2, 19	IV
	Grade retention rates for students with disabilities	18	V.B
	Number of referrals for special education, including number who received interventions and number found eligible	17	V
	Percent of special education students who meet IEP standards within one academic year	18	IV.B V.B
School-specific	School level budgets	3	I III
	School building improvement plans	1, 2, 4, 5, 6, 8, 14, 15, 22	I II III IV
	School building schedules, including collaborative planning opportunities	21	I II IV.A, IV.C V
	Classroom observations (related to continuous improvement as well as referral/identification for special education)	4, 16	III IV.B V
	Classroom assessments and student work	4, 7, 16	I.B III IV.A, IV.B V
	Samples of lesson plans (format/content)	9	III
	Efforts to address language differences – both school wide and targeted levels	9	IV.A, IV.B
	Building rules, including structure for reviewing/ revising rules and teaching rules to students/staff	10	I II IV.C

Category	Document/evidence	Rubric Focus Area(s)	Self-study Domain/Sub-Domain
School-specific (cont.)	Co-curricular and extra-curricular participation rates (by gender, race, and disability category)	12	I IV.A
	Level of staffing and staff qualifications for programs, including gifted programs	12	
Community and family involvement	Student, family, and community input such as surveys, engagement measures, or other information)	5	I.B II
	List of community resources, including frequency of contact during past year	11	I.A II
	Process for generating and revising community resource lists and how information is disseminated to staff	11	
	Materials that provide information to parents/ community about student learning, standards, and special education referral process	15	II
Professional development	List of professional development opportunities related to: <ul style="list-style-type: none"> • language/communication differences, • cultural responsiveness, • differentiated instruction, • interventions 	7, 9, 21	I III IV V
Curriculum	Evidence of research-based curriculum	8	III IV.A IV.B
	Meetings, staff job descriptions, process/procedures related to curriculum review, revision, and implementation	8	
	Supplemental curricular resources that are culturally responsive to student needs	8	
	Efforts to analyze language requirements of curriculum materials	9	
	Curriculum mapping	14	
Pre-referral interventions	List of intervention options utilized at each level (school- wide, targeted, and intensive)	13, 20, 23	IV V
	Evidence of the impact of interventions on academic and behavioral performance	13, 20, 21, 23	I IV V
	Structure of the intervention team in each school	21	I IV.A IV.C V
Special education process	Process for selecting and administering culturally responsive assessment tools	16, 17	V
	List of assessments used for functional, developmental, and academic information	16, 17	

Category	Document/evidence	Rubric Focus Area(s)	Self-study Domain/Sub-Domain
Special education process (cont.)	List of types of accommodations provided to students (identified on the IEP)	14	III IV.A V.B
	Functional behavior assessments and behavior intervention plans	20	IV V.B
	IEP standards	18, 20	
	IEP progress reports	18	
Other	Inter-rater reliability tools	2, 19	IV V.B
	Compliance checklists	7, 19	I.B IV.A, IV.B V.B
	District budget	3	I III
	District reports to the board/community related to identification of local risk factors	5, 6	I.B II IV.C