

RECORD REVIEW ANALYSIS

1. Identify the pre-referral or screening processes for your school division and determine if the processes are working effectively and consistently in each of your school sites. Has this process reduced the number of students being referred for special education evaluation or have students responded positively to the intervention strategies and support?
2. Examine the ethnicity enrollment in each disability category. When examining the numbers, compare yours to the state as a whole and compare the data between schools within your division to determine if there is disproportionality.
 - a) What are the ethnicities that have enrollment in emotional disturbance (ED), intellectual disability (ID), other health impairments (OHI), specific learning disabilities (SLD), speech or language impairments (SP/L) and autism (AU)?
 - b) Are there any ethnicities with unusually low enrollment in these disabilities categories?
 - c) Are there any ethnicities with unusually high enrollment in these disability categories?
3. Identify any possible variables that have contributed to overrepresentation of certain ethnicities into the specific disability categories.
 - a) Examine closely the transfer student information. List the students in each of the disability categories who are currently receiving services in your division and were identified prior to enrollment in your school division. List and analyze via record review.
 - b) Are there any mitigating circumstances that could help explain any overrepresentation (i.e., consider the possibility of a high number of group homes in your school division which may serve a particular category of students)? Describe.
4. In light of a finding of disproportional representation of one or more minority groups in your school division, if you believe that your data are accurate, please describe the factors which you believe have contributed to the overrepresentation.
5. List all the cognitive, academic, adaptive and behavioral assessment measures used to evaluate students for special education placement. Are these assessment measures sensitive to culturally diverse practices or culturally diverse students?
6. After reviewing the above measures, answer the following questions:
 - a) Does your school division have sufficient numbers of personnel with the proper training to administer and to interpret these assessment measures? If not, could this lack of either personnel or proper training has led to over-representation?
 - b) After reviewing the measures and their sampling data, are the measures and assessments non-biased and appropriate for use with the populations in question? In the event you have found exceptions with either or both of (a) and

(b) above how will you correct the situation? Be specific.

7. Describe the nature of training/professional development your school division has provided on such matters as instructional or behavioral interventions, cultural awareness for minority populations, implications of poverty for teaching and assessment, minority assessment, etc. to personnel involved in pre-referral, referral, evaluation and placement activities.
 - a) Are you satisfied with your school division's training and in-service efforts in this area? Why or why not?
 - b) If not, what will you do to improve in this area? Identify professional development activities for staff to be undertaken.