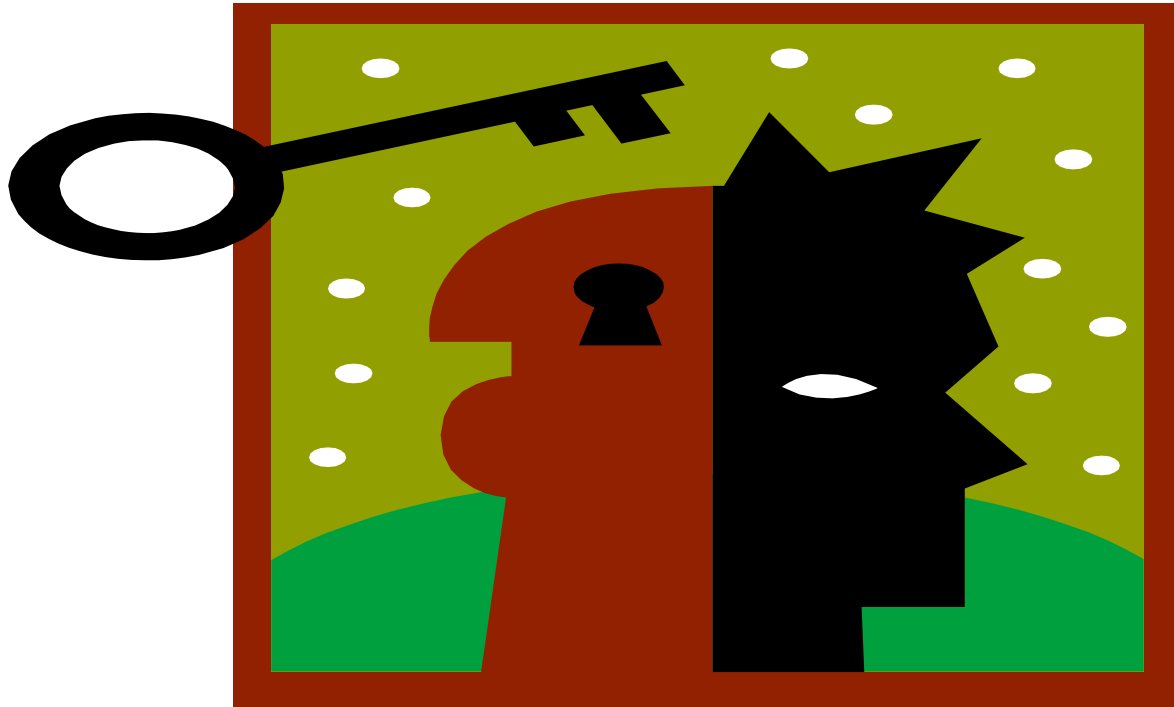


Significant Disproportionality: The “Intervening” Process

*Georgia Department of Education
Division for Special Education Services
1870 Twin Towers East
Atlanta, Georgia 30334*

“We will lead the nation in improving student achievement.”

Can I read your mind?



"We will lead the nation in improving student achievement."

*The day the letter of
notification arrived about
significant
disproportionality, you
said...*



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Yikes, my district has been identified as significantly disproportionate again!

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*I won't jump to conclusions.
I will ask the State for clarity!*



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Stages of Frustration



Hopelessness

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Stages of Frustration

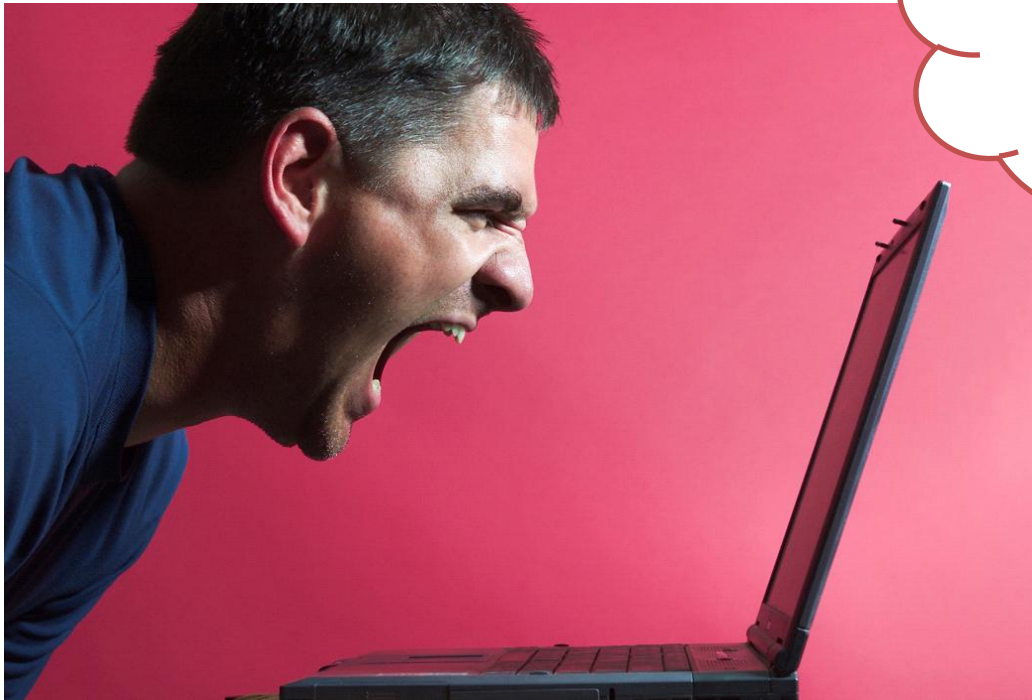


Mild
Aggression

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Stages of Frustration

Stronger
Emotions



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Stages of Frustration

Forced
Resourcefulness



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*The solution really does take a successful
partnership.*



Which
partnership
do you
prefer?

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Celebratory Points of Incremental Progress

Although my district's data are still in the significantly disproportionate range, I would like to share progress with my local board!



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How did you measure progress?

- *How do you evaluate the effectiveness of your action plan?*
- *Were your Coordinated Early Intervening Services effective?*
- *Did you conduct a thorough review of policies, procedures and practices (PPP)?*
- *Were the revised practices in the best interest of children?*

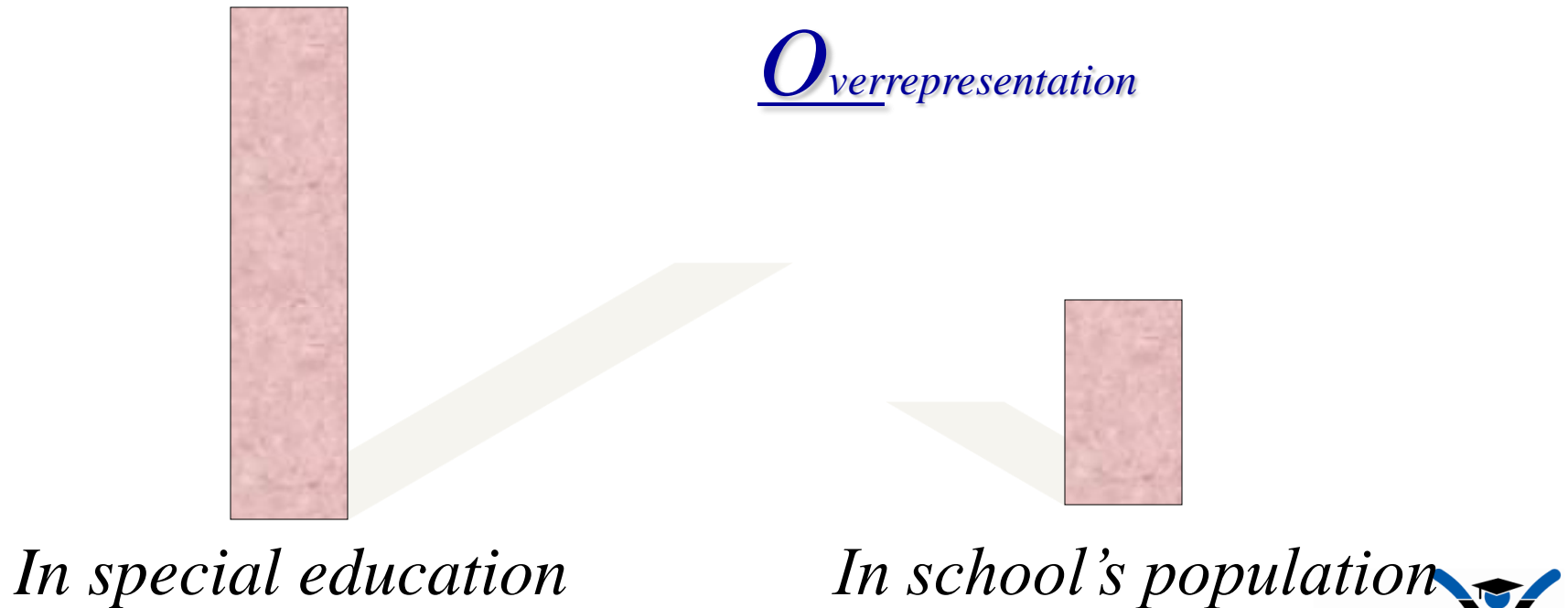
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Brief Refresher

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What is Disproportionality?

% of students of a specific ethnicity or race



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What is *Disproportionality*?

% of students of a specific ethnicity or race

Underrepresentation



In special education



In school's population

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Why?

- *Failure of general education to educate children from diverse backgrounds*
- *Misidentification, misuse of tests*
- *Lack of access to effective instruction*
- *Insufficient resources*
- *Teachers who are less well prepared*
- *Poverty*



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Defining “Significant Disproportionality”

States define significant disproportionality for local districts.



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Determining “Significant Disproportionality”

Is based on collection and examination of data --

-- *not* on a district’s policies, procedures, or practices.



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For *D*eterminations of Significant Disproportionality

States must:

- 1) Provide for the review and revision (if appropriate) of policies, procedures, and practices used in identification or placement of children;*
- 2) Require LEAs to use 15% of the IDEA funds for Coordinated Early Intervening Services (CEIS); and*
- 3) Publicly report on the revision of policies, practices, and procedures.*

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Appropriate use of CEIS Funds

- Research-based interventions
- Progress monitoring tools used to determine response to intervention
- Professional development to improve intervention delivery
- Educational and behavioral evaluations, services, and supports

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Coordinated Early Intervening Services

CEIS funds may only be used to provide interventions to students who need academic or behavioral support to succeed in the general education environment.

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Inappropriate Use of CEIS Funds

- Preschool students
- Students with disabilities
 - Core instruction
- Universal screening instruments

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Planning for CEIS

- Define RTI (including core instruction, screening, interventions, and progress monitoring)
- Consider the type of school
- Consider eligible students for each program
- Consider the supplement not supplant requirement for each program

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Supplement or Supplant

- In general, the supplement not supplant requirement is intended to ensure that services provided with federal funds are in addition to, and do not replace or supplant, services that students would otherwise receive.

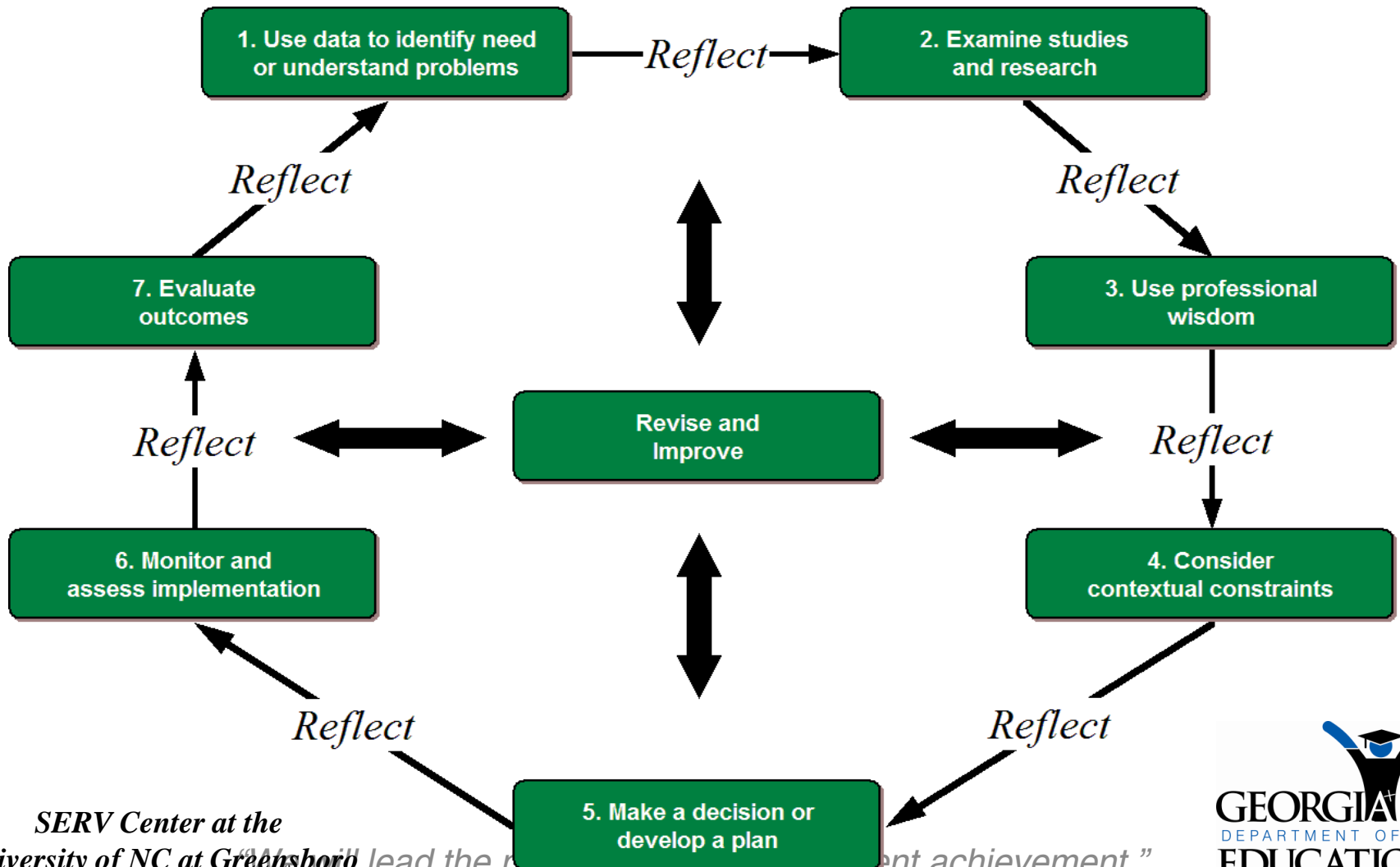
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Supplanting Test

- Use CEIS funds to provide services that the district is required to make available under state or local law, or other federal law.
- Use CEIS funds to provide services that it provided in the prior year with State, local, or other federal funds.

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The Evidence-Based Decision Making (EBDM) Cycle



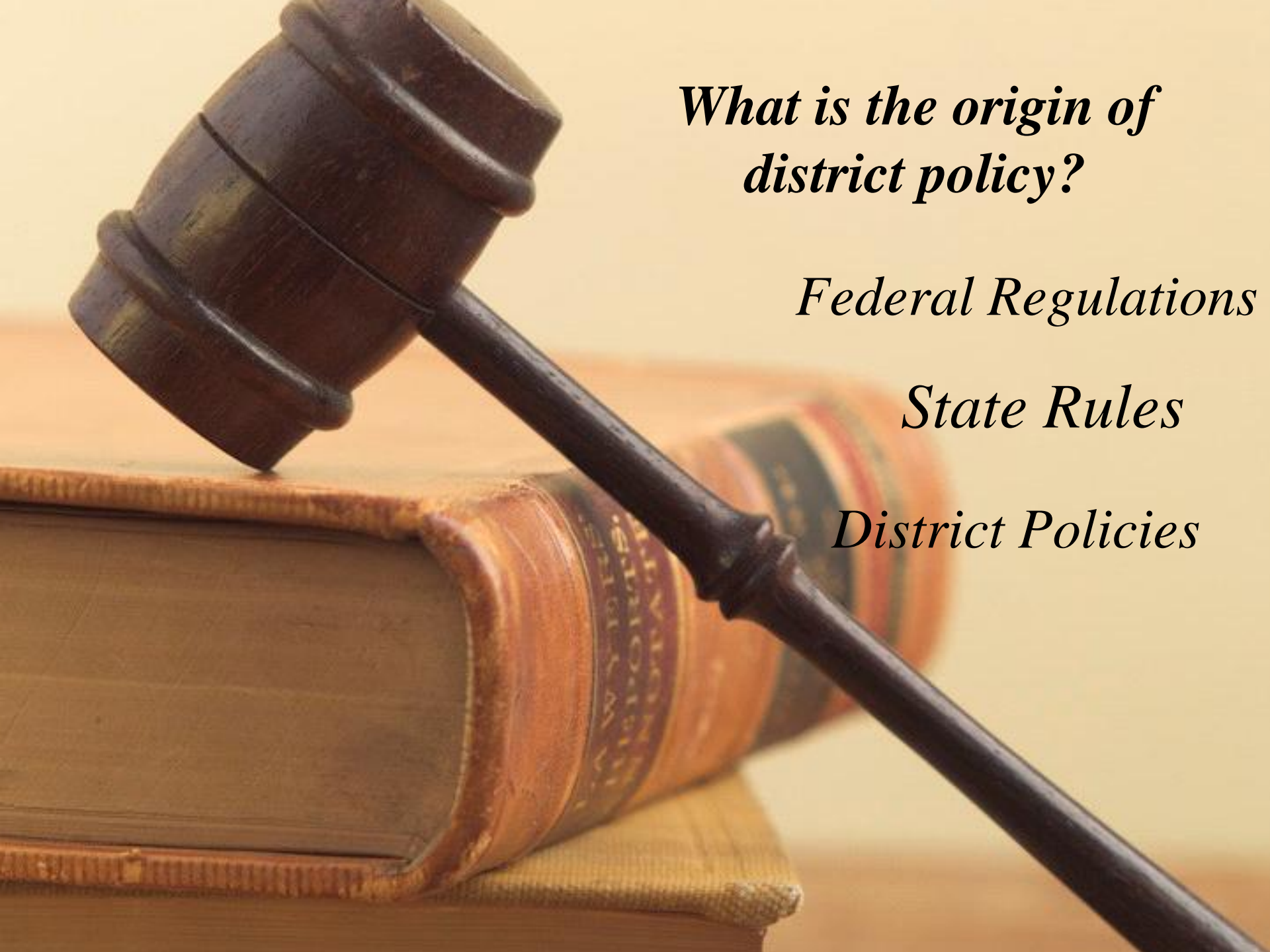
Determinations of Disproportionate Representation

- *Is the disproportionate representation the result of inappropriate identification?*
 - *If so, the district must correct the notification within 1 year of written notification.*
 - *Noncompliance will impact district determinations.*

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Part II

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A close-up photograph of a dark wooden gavel resting on a stack of old, worn books. The gavel's head is positioned at the top left, and its handle extends towards the bottom right. The books have leather covers with some decorative patterns. The background is a soft, out-of-focus light beige color.

*What is the origin of
district policy?*

Federal Regulations

State Rules

District Policies

How does a policy become a practice?



Is there a chasm among your district's policies, procedures and practices?

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- *Policies are the written mandates, which are often supported by state rules and federal regulations.*
- *Procedures are methodical interpretations of policies at the district and school levels.*
- *Practices are the implementation of perceived procedures.*

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Example Policy

- 300.306 Determination of Eligibility
- (b) Special rule for eligibility determination. A child must not be determined to be a child with a disability under this part-
 - (1) If the determinant factor for that determination is –
 - (i) Lack of appropriate instruction in reading, including the essential components of reading instruction

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Example Procedure

Explicit reading instruction {phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension strategies} is available for students of ALL ages, including middle and high school.

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Example Practices

- *Elementary students receive whole language reading instruction with some embedded phonics strategies.*
- *Some students demonstrate perceived language delays at the beginning of school.*
- *Only middle school administrators use universal screeners or progress monitoring tools.*
- *A few canned interventions are suggested for all students not achieving grade level standards.*

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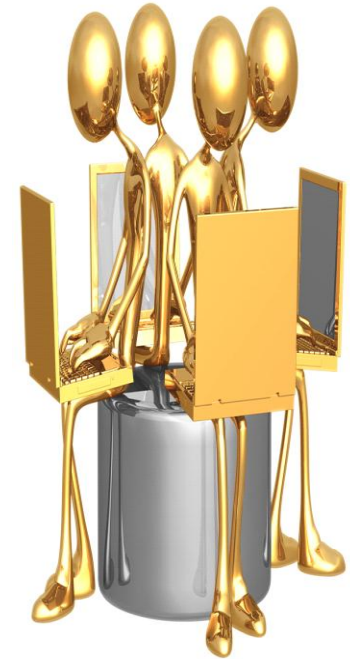
*Your district is as strong as the
weakest link...*



What is the weakest link?

How prevalent is the problem?

- ✓ *Systemic issue throughout the district*
- ✓ *Systemic issue at particular grade levels*
- ✓ *Isolated problem with random schools and/or administrators*



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Planning Time

Review of PPP

- *Review of Self-Assessment Monitoring Protocol*
- *Prioritize problematic procedures and practices*
- *Develop a plan of action*

Plans for CEIS

- *Designate a focus area*
- *Designate focus schools and/or grade levels*
- *Outline a plan of action*

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Reporting Requirements

- *CEIS Data in the Portal*
- *CEIS Documentation Form*
 - *CEIS Review Form*

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Significant Disproportionality Website

- *Using the disproportionality website as a resource*
 - http://www.gadoe.org/ci_exceptional.aspx?PageReq=CIEXCDispro

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