



Disproportionality Stakeholder Committee: An Overview

Division for Special Education Services and Supports

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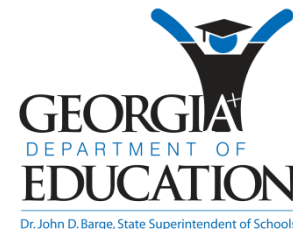
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5/6/2011

Dr. John D. Barge, State Superintendent of Schools
“We will lead the nation in improving student achievement.”



Purpose and Mission

The Georgia Disproportionality Stakeholder Committee serves in an advisory capacity to the GaDOE to assist in:

- Establishing the criteria for the determination of disproportionality,
- Determining and understanding possible root causes of why disproportionality is occurring at such alarming rates in our State, and
- Identifying the most appropriate and effective technical assistance needed for local districts in the area of disproportionality.

Our Initial Meeting– 9/14 and 9/15/2010

- We were privileged to have Lucy Ely Pagan, Northeast Regional Resource Center - Convener of the Disproportionality Priority Team, to come speak to the group and give us a deeper understanding of the regulations and issues related to disproportionality.
- Tom Munk, Senior Education Analyst, Data Accountability Center also shared with us information regarding data calculations/methods and reviewed current guidance from the Office of Special Education Programs.
- Several Southeast Regional Resource Center (SERRC) staff members were present to help facilitate our meeting, one of whom is serving as a mentor for our team, Mrs. Susan Durant
- Bonnie, the Data Manager at GaDOE, did a presentation on our current methods of calculating disproportionality, as well as the criteria we use to make determinations in the various categories.
- Nancy O'hara, our former Asst. Superintendent and Director, shared an overview of Georgia's initiative on disproportionality from a historical perspective

Meeting Two- 11/16/2010

The focus of this meeting was **Root Causes**

- The big group was divided into two work groups : Discipline and Identification/Placement.
- Our goal for meeting two was to discuss root causes of disproportionality and review research related to these causes.
- A third work group was formed to take a closer look at the data. The team looked very specifically at calculations and filters necessary to ensure statistical validity.
- During the Report Out, the groups shared information from members, as well as mentioned individual concerns that were specific to their districts regarding disproportionality.



Self-Assessment: A Review of Policies, Procedures and Practices

5/6/2011

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Individuals with Disabilities Education Act (IDEA) 2004 requires states to make determinations for disproportionality as it relates to (1) Significant Disproportionality, (2) Disproportionate Representation, and (3) Significant Discrepancy.

Goals for Today

- Understand how a self-assessment relates to determinations for disproportionality
- Understand the key functions of a self-assessment
- Review Georgia's self-assessment as well as self-assessments used by other states
- Share information and recommendations for necessary revisions to consider for Georgia's existing self-assessment document

Significant Disproportionality

(Determined for children with disabilities by race and ethnicity)

- Identification
 - All Disabilities **AND** Specific Disability Categories
- Placement in the general education environment
 - 40-79% of the day
 - <40% of the day
 - Separate Placements
- Discipline
 - Incidence, Duration, and Type

Disproportionate Representation (Overrepresentation & Underrepresentation)

- Districts with disproportionate representation of racial and ethnic groups that is the result of inappropriate identification
 - Indicator 9 (Special Education and Related Services)
 - Indicator 10 (Specific Disability Categories)

Significant Discrepancy

- (Indicator 4a) Significant Discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with disabilities
- (Indicator 4b) Significant Discrepancy, **by race or ethnicity**, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with disabilities

The Process

- Office of Special Education Programs (OSEP) requires states to provide a review of policies, procedures and practices for districts with disproportionality.

The Three P's

- *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.

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



What is the weakest link?

The Self-Assessment...

- Georgia provides the review by administering a Self-Assessment to the districts.
- A Self-Assessment will guide districts in determining efficient action steps that can be taken in order to address disproportionality.
- The State will review the Self-Assessment to determine if the district had noncompliant policies, procedures and practices.
- If appropriate, the district will receive written notification of the noncompliance and must timely correct the noncompliance within one year of the notification.

Why the Disproportionality?

- Failure of general education to properly educate children from diverse backgrounds
- Test bias and inappropriate assessment measures
- Lack of access to effective instruction
- Teachers who are not well prepared
- Socio-demographic issues associated with poverty
- Unequal educational opportunities for students of color and disadvantaged students.
- Low teacher expectations
- Discipline differs for minority and disadvantaged students

Take a few minutes to look at the GaDOE Self-Assessment



How did the GaDOE make noncompliance determinations?

	<i>Area of Disproportionality</i>	<i>Compliance</i>
<i>Disproportionate Representation</i>	Overrepresentation	>50% proficiency in the areas of Language, Reading, and Mathematics over a two-year period
	Underrepresentation	100% proficiency in the following areas: (1) Child Find, (2) Evaluation, and (3) Eligibility.
<i>Significant Disproportionality</i>	Identification	Same as DR for Overrepresentation
	Placement	>50% proficiency in the area of placement over a two-year period
	Discipline	>50% proficiency in the area of discipline over a two-year period
<i>Significant Discrepancy</i>	Indicator 4a	>50% proficiency in the area of discipline over a two-year period
	Indicator 4b	

Take a few minutes to look at other self-assessments



Structured Activity

- List and explain three ways this document differs from the GaDOE self-assessment
- Using your sample self-assessment, make a T-chart listing “likes” and “dislikes” to share with the group
- List suggestions and recommendations for a revised GaDOE Self-Assessment

****Keep this thought in mind as you review this document:**

“Will the requested information allow the LEA to appropriately evaluate if Disproportionality really exists in their districts and if so, clearly see why?”

Group Reports



Questions/Comments



Contact Information

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