

Significant Disproportionality: The “Intervening” Process

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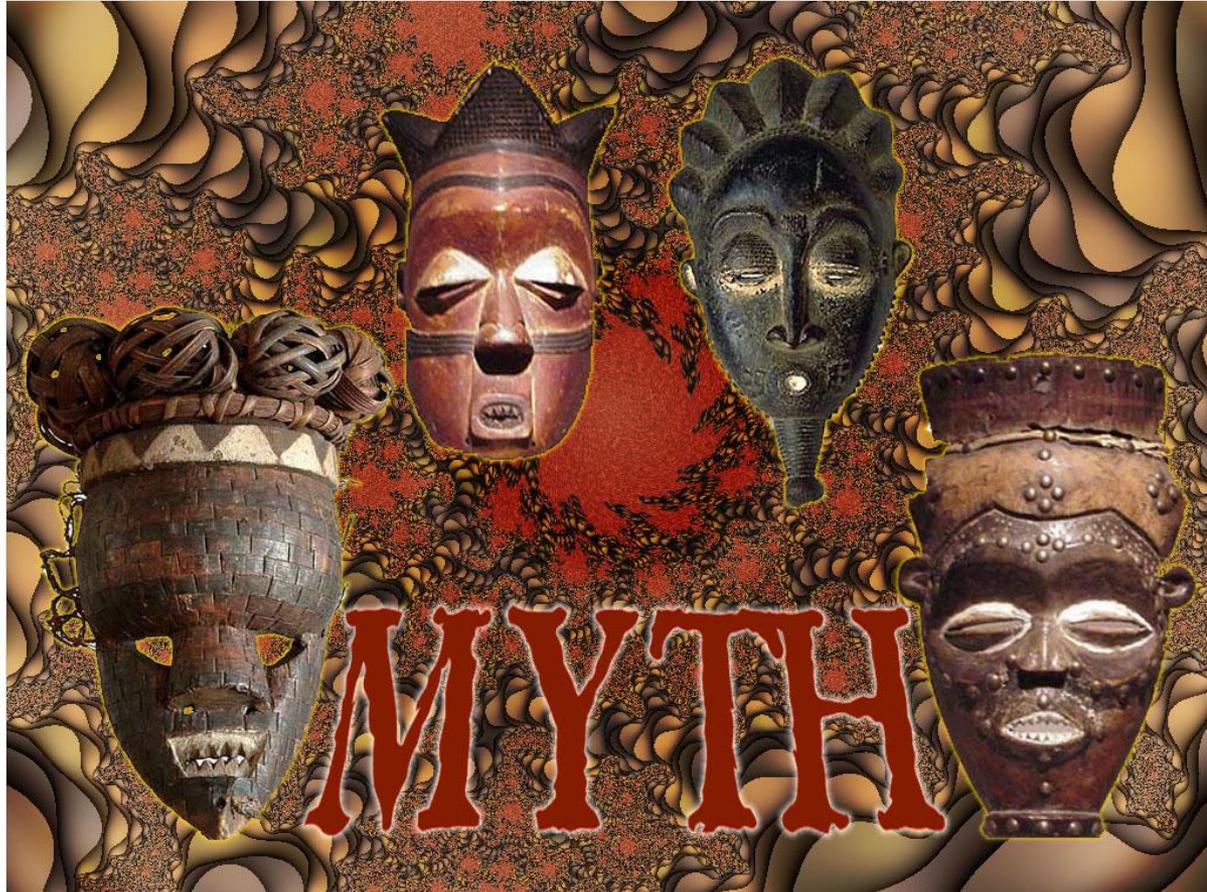


Significant Disproportionality: From the Beginning of Time



Georgia Department of Education
Kathy Cox, State Superintendent of Schools

Rituals will not work!



Georgia Department of Education
Kathy Cox, State Superintendent of Schools

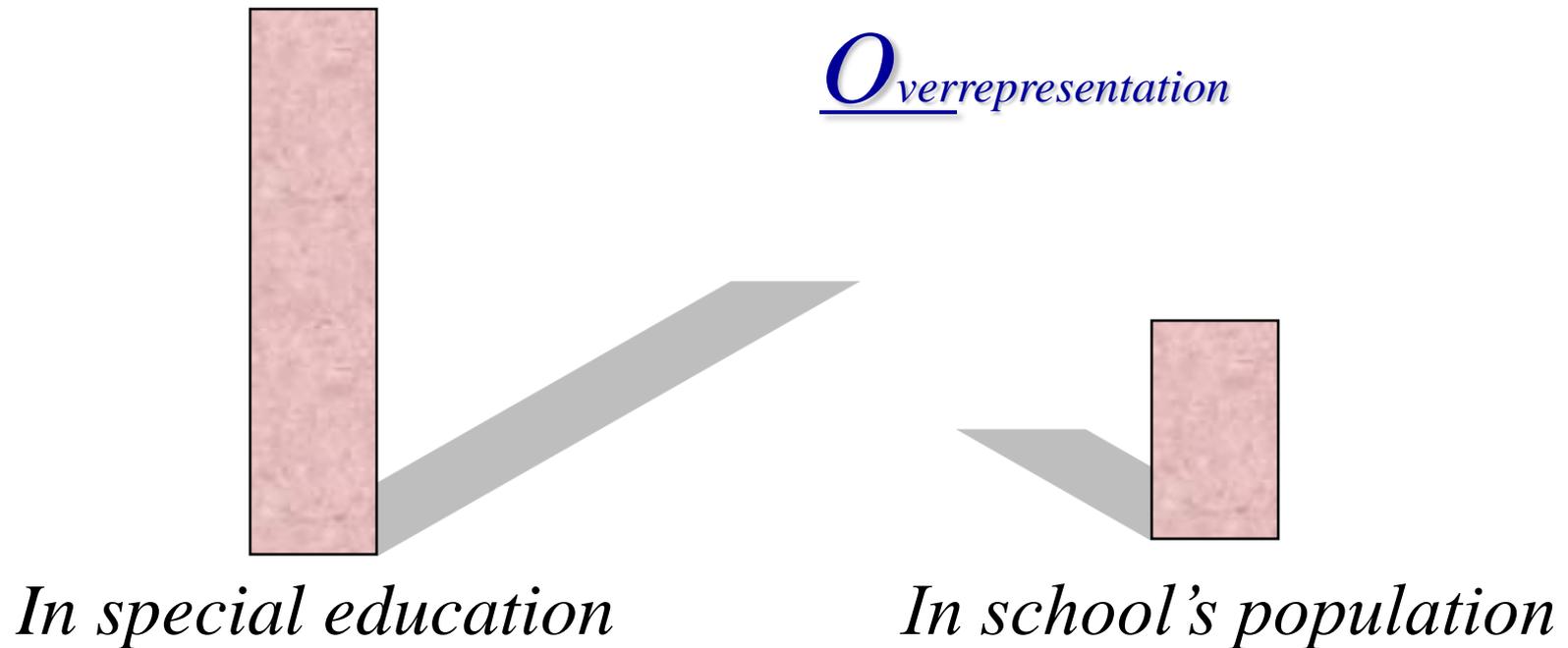
Town Hall Meeting



Georgia Department of Education
Kathy Cox, State Superintendent of Schools

What is Disproportionality?

% of students of a specific ethnicity or race



Why?

Some Hypotheses

- 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



Defining “Significant Disproportionality”

States define significant disproportionality for local districts.



Determining “Significant Disproportionality”

Is based on collection and examination of data --

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



Significant Disproportionality for Identification

- ✓ All Disabilities
- ✓ Specific Disability Categories
 - ✓ Weighted Risk Ratio ≥ 5.1
 - ✓ N size ≥ 20
 - ✓ Two consecutive years
 - ✓ Same focus area

Disability Categories

*Intellectual
Disabilities*

*Specific
Learning
Disabilities*

*Emotional and
Behavioral
Disorders*

*Speech and
Language
Impairment*

Autism

*Other Health
Impairments*

Significant Disproportionality for Placement

- ✓ Weighted Risk Ratio ≥ 5.1
- ✓ N size ≥ 20
 - ✓ Two consecutive years
 - ✓ Same focus area

Placement in the General Environment...

- <40%
- **40 -79%**
- Other Settings



Significant Disproportionality for Discipline

- 1. Overall Relative Risk* - The district's suspension risk for SWD compared to the suspension risk for SWD in all other districts in the state.
- 2. Risk by Subgroup* - The district's suspension risk for SWD in a specific subgroup compared to the suspension risk for SWD in all other subgroups in the district.

2nd Look for Discipline Risk by Subgroup

- N size ≥ 20 for SWD and the relative risk for a subgroup is ≥ 5.1
- Next, if the district number of ENROLLED SWD in the subgroup is < 20 , even if the relative risk is ≥ 5.1 , this will not be considered disproportionate or discrepant.

Disproportionality Technical Assistance

*Technical Assistance Guide from
U.S. Department of Education:*

<http://www.ideadata.org/docs/Disproportionality%20Technical%20Assistance%20Guide.pdf>

For Determinations of Significant Disproportionality

States must:

- ❑ Provide for the review and revision (*if appropriate*) of policies, procedures, and practices used in identification or placement of children*

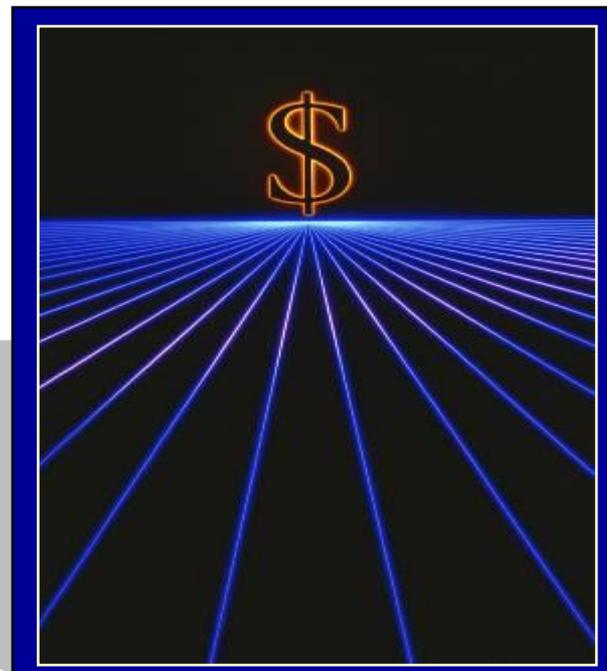
* *Do they comply with requirements of IDEA?*



For Determinations of Significant Disproportionality

States must:

- ❑ Require LEAs to use 15% of the IDEA funds for Coordinated Early Intervening Services (CEIS)



...particularly, but not only, for children in those groups significantly overidentified.

For *D*eterminations of Significant Disproportionality

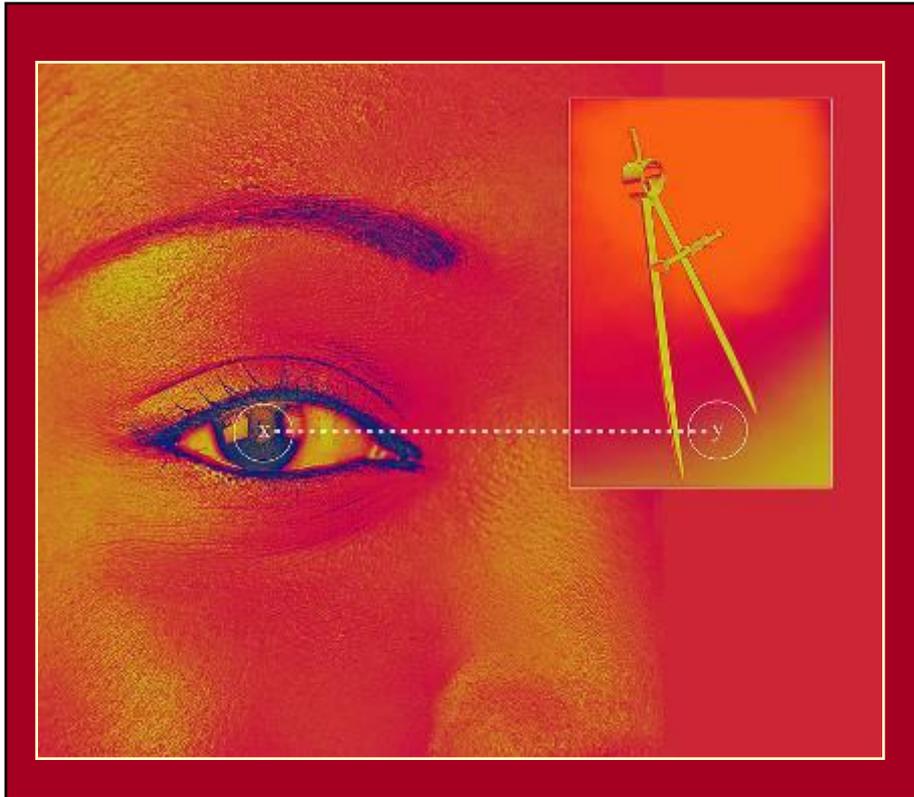
The LEA must:

- ❑ Publicly report on the revision of policies, practices, and procedures



IDEA 2004

-
- *Disproportionality is now 1 of 3 monitoring priorities.*



Reporting

- *States must annually report under 6-year State Performance Plan (SPP) on:*

% of districts with disproportionate representation of racial and ethnic groups

→ in special education and related services

→ in specific disability categories



Reporting

- States must annually *report* under 6-year State Performance Plan (SPP) on:

% of districts with significant discrepancy in the rates of suspensions and expulsions of children with disabilities greater than 10 days in a school year

→ in special education and related services

→ Racial ~~and~~ Ethnic Groups



*Significant Disproportionality versus
Disproportionate Representation*

**See Handout*

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.

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

Inappropriate Use of CEIS Funds

- Preschool students
- Students currently identified as having a disability
- Core instruction intended for all students
- Universal screening instruments intended for all students

Planning for CEIS

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

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.

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.

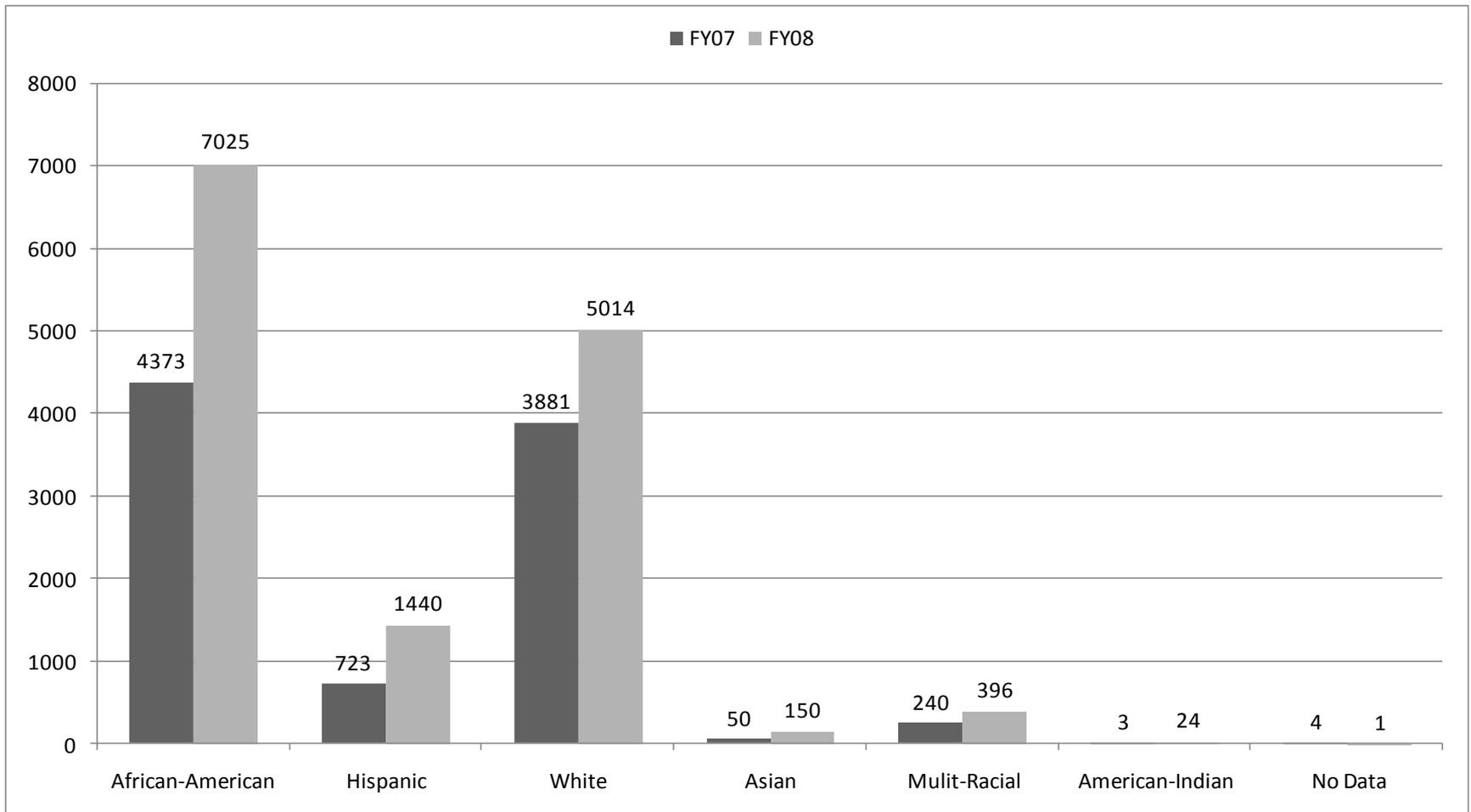
Georgia's Data

Georgia Department of Education
Kathy Cox, State Superintendent of Schools

Georgia's CEIS Data FY 07 through FY 08

<i>School Year</i>	<i>Number of Districts</i>	<i>Total 15% used by Districts</i>	<i>Number of Students Served</i>
FY07	95	\$12,611,874	9,274
FY08	72	\$15,031,530	14,120
FY09	35	\$8,710,639	

Representation of Ethnic Groups



FY08 Distribution by Grade Levels

- *K – 3rd Grades: 8,822 students*
- *4th – 12th Grades: 5,101 students*

CEIS Exit Data for FY07

✓ 9,274 students exited CEIS

- 249 students (2.62%) were previously eligible for special education.
- 3,707 students exited CEIS (78 School Districts).
 - 164 days (Mean Time) spent in CEIS
 - 617 students became eligible for special education

CEIS Exit Data for FY08

✓ 9,901 students exited CEIS

- 428 special education
- 5,698 (made progress)
- 714 (moved or relocated)
- 3,061 (Other)

Program Planning Critique

**Participants will critique a CEIS plan.*

--Does the CEIS plan align with state guidance?



Part II

Are the CEIS meeting the needs of struggling students?



The Commitment



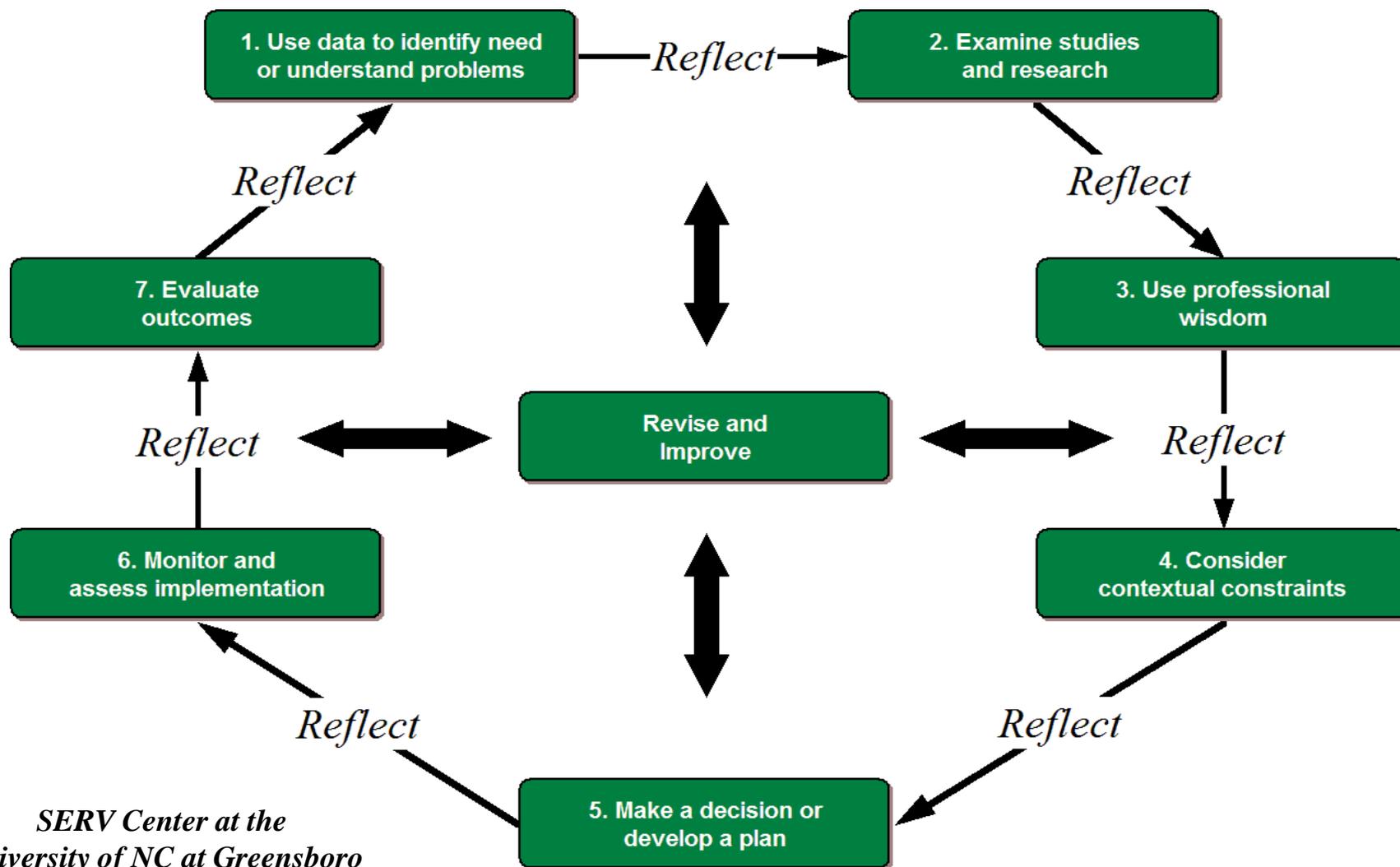
Using Research TO Strengthen RTI : Selecting Interventions

GaDOE & SERVE Center at UNCG

GLRS

**SERVE Resources*

The Evidence-Based Decision Making (EBDM) Cycle



1. Use data to identify needs and understand the problem

- What needs can I identify based on the data?
- What are the root causes for the problem and areas of priority (e.g., schools, intervention area(s), target audience, etc.).

2. Examine Studies and Research

- What research-based or evidence-based intervention(s) would meet the district's needs?
 - <http://www.bestevidence.org/>
 - <http://ies.ed.gov/ncee/wwc/>

3. Use professional wisdom

4. Consider contextual restraints

- How will my district's contextual restraints affect the CEIS plan (e.g., schedules, demographics, personnel, current interventions, etc.)?

5. Make a decision and develop a plan

- *What is the intervention?*

6. Monitor and access implementation plan

- *Who will be responsible for monitoring?*
- *How will you select the students for CEIS?*
 - *Entrance Criteria*
 - *Progress Monitoring*
 - *Exit Criteria*
- *What resources are needed?*

7. Evaluate Outcomes

How will I know that the CEIS were effective?

CEIS Practicum

**Participants will participate in an abbreviated CEIS planning process.*



Program Planning for FY 2010

**Participants will discuss tentative plans for CEIS based upon state guidance.*

All reporting requirements due August 1!

- *CEIS data in the portal for FY09*
 - *Review portal application*
- *CEIS documentation form for FY10*
 - *Review documentation form*

Significant Disproportionality Website

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

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