



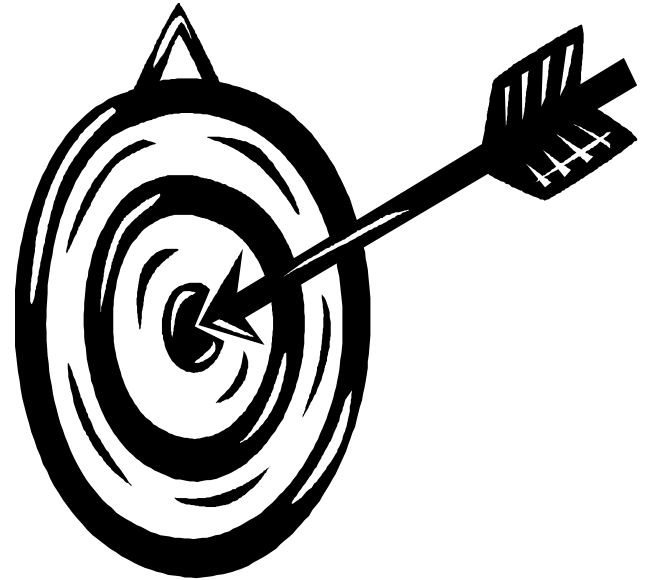
Supporting Districts with Disproportionality Determinations

Division for Special Education Services and Supports
Deborah Gay, Director

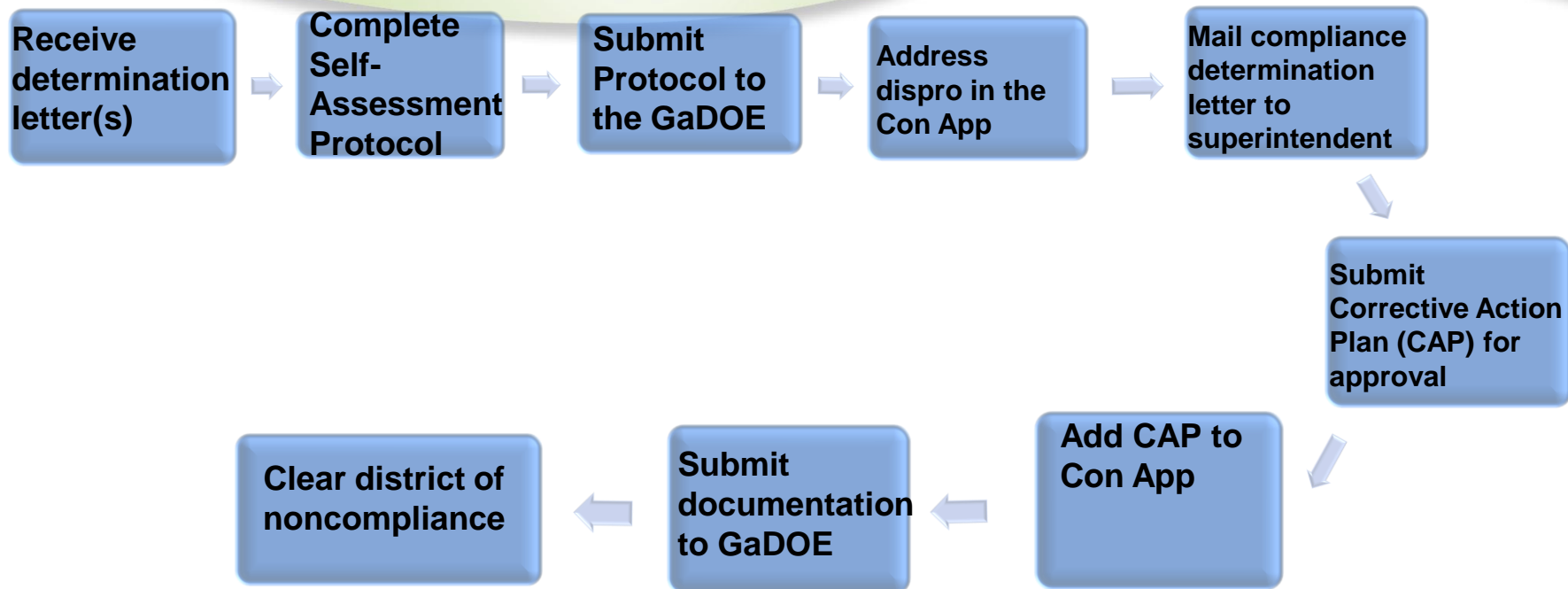
Georgia Department of Education
1870 Twin Towers East
Atlanta, Georgia 30334

Goals for Today

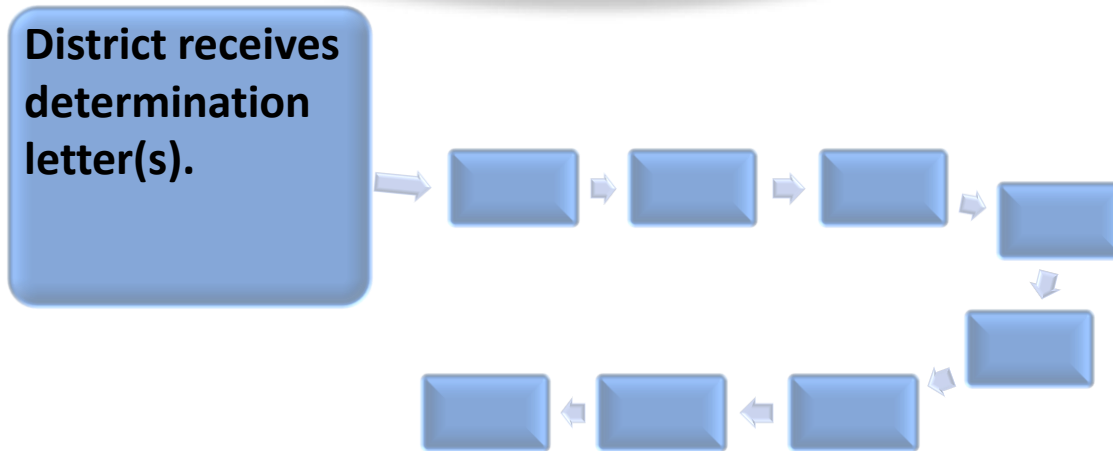
1. Gain a deeper understanding of the process for determining compliance for districts who have *Disproportionality* determinations or concerns
2. Review the Revised Self-Assessment Monitoring Protocol
2. Help design appropriate technical assistance for districts with disproportionality concerns



The Process. . . .



Let's examine each step of the process.



The GaDOE makes determinations in three areas:

- Significant Disproportionality;
- Disproportionate Representation; and
- Significant Discrepancy.

Determination Areas

Significant Disproportionality

- Determined for children with disabilities by race and ethnicity in the areas of
1) Identification, 2) Placement, and 3) Discipline

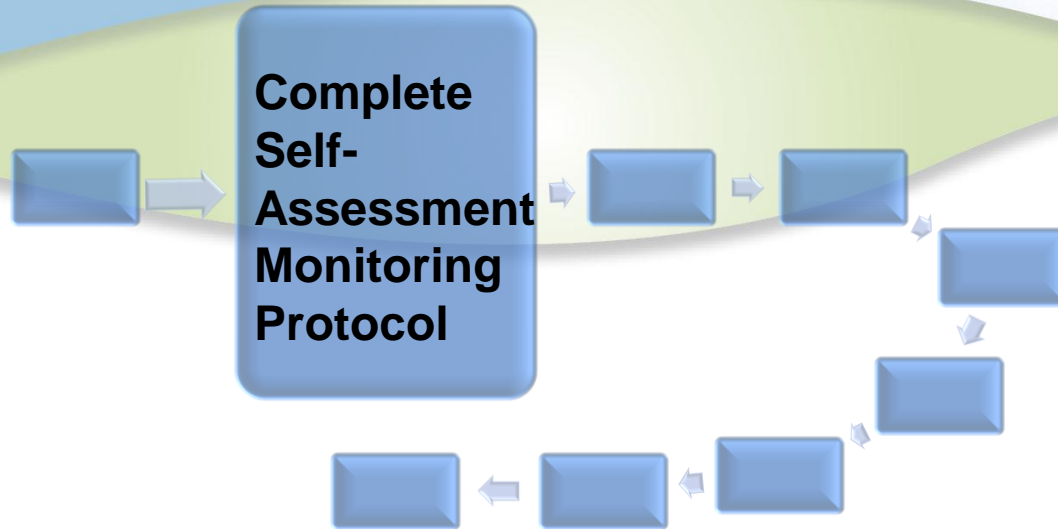
Disproportionate Representation (Overrepresentation & Underrepresentation)

- 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 - Rate of suspensions and expulsions of greater than 10 days in a school year for children with disabilities

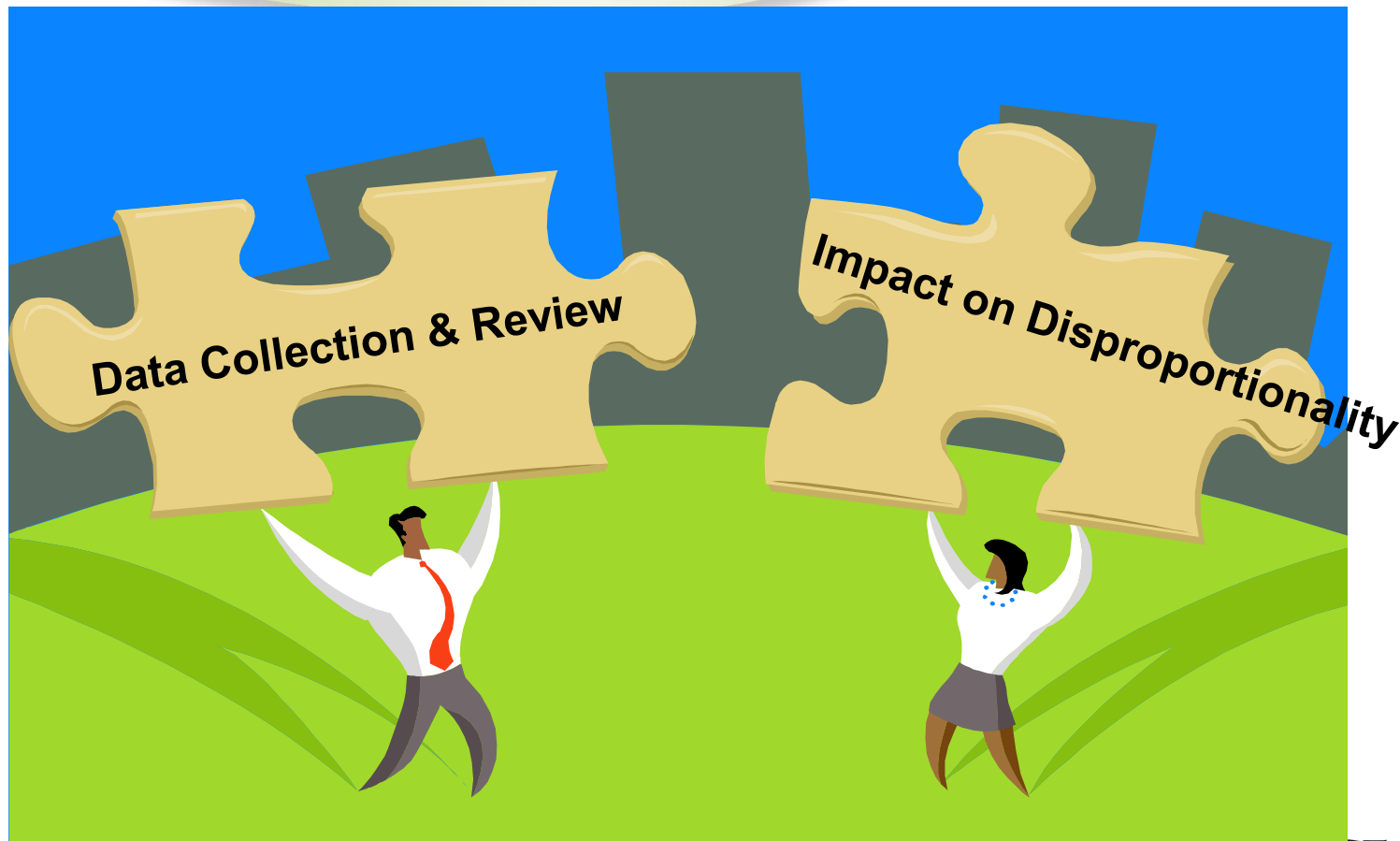
Indicator 4b - Rate of suspensions and expulsions of greater than 10 days in a school year for children with disabilities by race/ethnicity



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

- The GaDOE does this through the *Self-Assessment Monitoring Protocol*.
- The purpose of the Self-Assessment is to guide districts in determining efficient action steps that can be taken in order to address disproportionality.
 - Analyzing District Data
 - Outlining Areas of Concern

Making the Connection!



Composition of Self-Assessment

I. Overview of Disproportionality

- a. Areas of Disproportionality
- b. Process of Completing the Self-assessment
- c. Reporting to the DOE

II. Completing the form

- a. Directions and Instructions
- b. Expectations for districts

III. Focus Areas

- a. Brief Descriptor
- b. Compliance indicators
- c. Evidence to Consider
- d. Sampling of Documentation to support rating
- e. Provide supportive evidence and documentation for your rating

IV. Attachments

****Please visit <http://illuminate.gavirtualschool.org/doe/> to access the *Illuminate* entitled “Technical Assistance for Self-Assessment Monitoring Protocol” (recorded session, Feb. 18)**

Mandatory Focus Areas

<i>Area of Disproportionality</i>	<i>Mandatory Focus Areas Of the Self-Assessment</i>
-Significant Disproportionality for Identification -Disproportionate Representation for Overrepresentation/ Underrepresentation	Focus Areas I, II, III, IV
Significant Disproportionality for Placement	Focus Areas I, V
-Significant Disproportionality for Discipline -Significant Discrepancy for Suspension and Expulsion	Focus Areas I, VI

Self-Assessment Focus Areas

- I. School-wide Approaches and Prereferral Interventions,
- II. Child Find Procedures,
- III. Evaluation Procedures,
- IV. Eligibility Determination,
- V. Least Restrictive Environments (LRE) and
- VI. Discipline Procedures.

Focus Area “Building Blocks”

School-wide Approaches and Prereferral Interventions Indicators *Georgia Rule [160-4-2-.32](#) (Student Support Team)*

1. The district shall have in effect written policy that establishes a plan and procedures for implementing this Georgia Rule as it relates to the use of systematic processes to address learning and/or behavior problems of students, K-12, in a school.
2. The district shall ensure that school personnel participate in high quality, sustained professional learning activities (including ongoing support during implementation) to assist them in implementing this Georgia Rule.
3. The district shall provide sustained supervision to monitor the implementation (practices) of policies and procedures that will ensure compliance of this Georgia Rule.
4. The district shall identify schools that are not compliant with this Georgia Rule and request the appropriate corrective action. Technical assistance is provided, if needed.
5. The district shall ensure that prereferral interventions are provided equitably by type, degree and frequency across all racial/ethnic groups.

1. A Plan
2. Prof. Learning
3. Monitoring
4. Technical Assistance

School-wide Approaches & Prereferral Interventions

Brief Descriptor: The district's written policy for school-wide approaches and prereferral interventions will be reviewed to determine if it provides equitable opportunities to support interventions, which allow students to be successful in the general education environment.

Let's Look at the Self-Assessment



What Happens After the Protocol is Completed?

- After the protocol is completed, the district should have a clear view of where problem areas are.
- The *Next Steps Planning Template* is designed to help districts outline the proposal to address those areas of concern.

Next Steps Planning Template (Attachment 7)

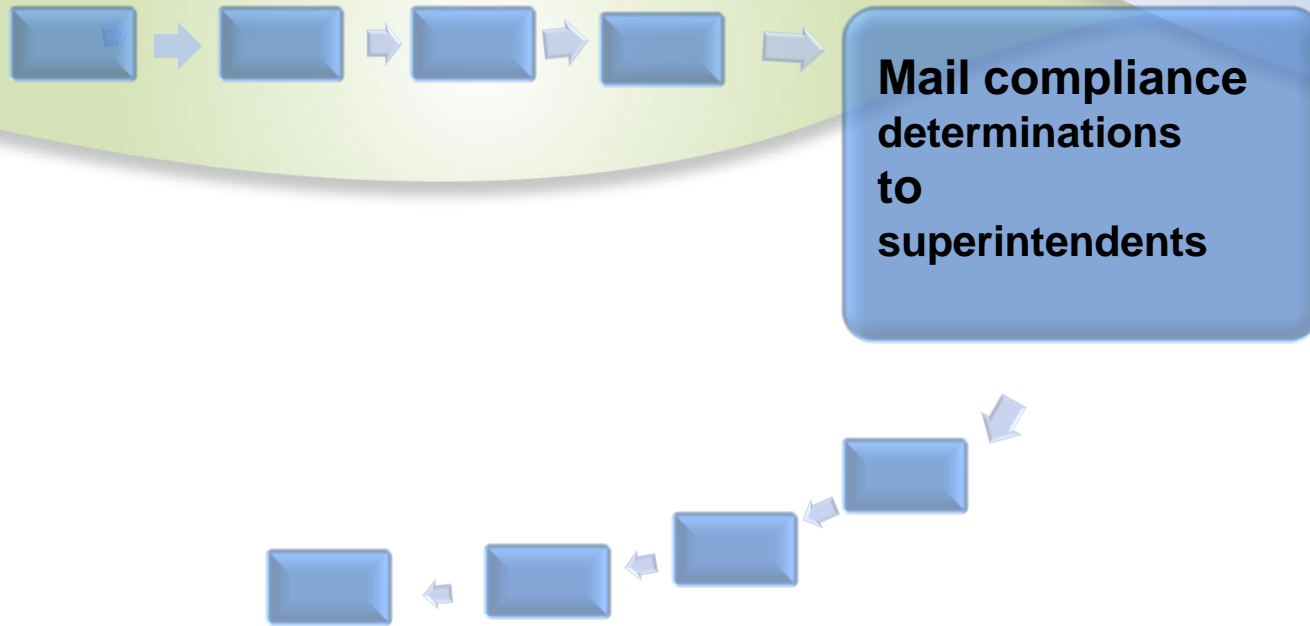
**Required for every district regardless of determination area

<i>Action Step(s)</i>	<i>Required Resources</i>	<i>Timelines</i>	<i>Persons Responsible</i>

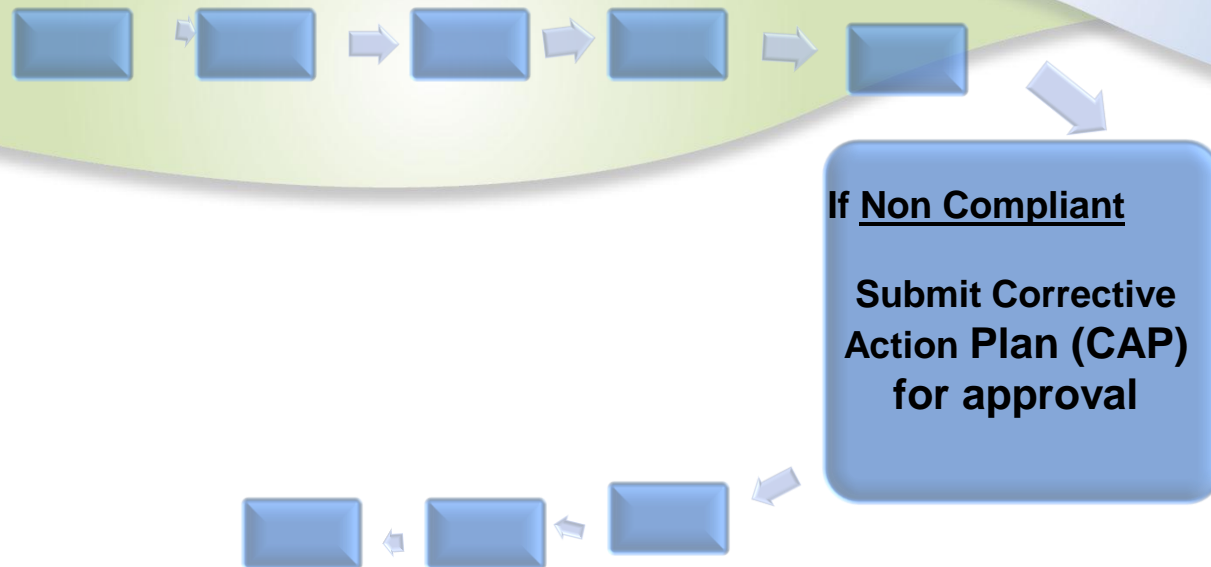


After the district team completes the review process, areas of concern should be evident.

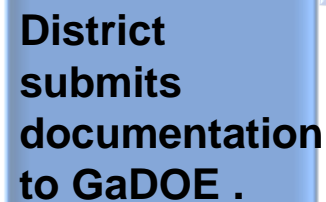
- Address these concerns as improvement activities and document in your Consolidated Application.
- Use Your *Next Steps Planning Template (Attachment 7)* as a reference.




The one year time span to timely correct begins when the Superintendent gets the determination letter.



- Each Focus Area is comprised of indicators that are based on compliant practices, policies, and procedures.
- A single rating of “No” on any of the indicators will result in a non-compliance finding.



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- Dr. John D. Barge, State School Superintendent

Compliant Districts

- If the district reports to the GaDOE compliance of all policies, procedures and practices assessed in mandatory areas, then the GaDOE reserves the right to arrange for a review of that determination.
- Each district with a determination for disproportionality shall address improvement activities in the consolidated application, which will address the root causes for the problem.

Technical Assistance for Districts with Disproportionality Concerns

Workgroups

****Ask the question, “If my district had a determination in any of the three categories, what kind of technical assistance would be needed?”**

1) Identification, 2) Placement, and 3) Discipline

Task

- Brainstorm possible TA for your Area.
- Design what the actual TA would look like?
 - Consider the compliance indicators associated with your area.
 - Consider what TA would look like for different levels; what about for districts who have been disproportionate over time?
 - Consider the necessary resources.
 - What would follow up or evaluation for the TA look like?
 - Consider TA for varying levels within a district. What would TA look like for Teachers? Principals? District Office Administrators?

****Each workgroup will need a recorder***

Contact Information

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