

***LEA Self-Rating for Disproportionality Compliance Review – Identification***

**LEA Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

The State must determine if the local educational agencies (LEAs) have disproportionality and provide a review of policies, procedures, and practices, that contributed to the disproportionality. **34 C.F.R. § 300.646** In an effort to conduct a review of policies, procedures, and practices the State conducts a compliance review and requires the LEAs to convene a team of stakeholders to self-assess and complete the compliance review documents.

To effectively begin the review, each LEA must identify appropriate stakeholders such as regular and special education staff, administrators, professional learning staff, parents, curriculum and instruction staff, school psychologists, and school improvement staff.

**List the Compliance Review Team (Stakeholders) below.**

<b><i>Stakeholder Name</i></b>	<b><i>Position</i></b>

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### **Child Find**

**Directions:** Review your LEA’s written policies, procedures, and practices for Child Find. Then, complete the following checklist and gather the evidence to support your answers. **The supporting evidence must be submitted to GaDOE for the Disproportionality Compliance Review.**

#### *Professional Learning, Technical Assistance, Supervision & Monitoring*

Indicators	Rate Your Compliance		Supporting Evidence	List the evidence and/or documentation to support each indicator
	Yes	No		
1. The LEA has written policies, procedures, and practices that are in compliance with the <a href="#">Child Find Rule</a> .			<ul style="list-style-type: none"> <li><b><i>Compliant written policies, procedures, and practices for Child Find</i></b></li> </ul>	
2. The LEA provides professional learning activities to ensure that all teachers and administrators are fully informed about their responsibilities for implementing the <a href="#">Child Find Rule</a> .			<ul style="list-style-type: none"> <li><b><i>Documentation that all components of the Child Find rule are addressed during Professional Learning (PL) (e.g., PowerPoint, other training materials) and the frequency of trainings offered.</i></b></li> <li><b><i>Agenda(s) for PL</i></b></li> <li><b><i>Sign-In sheet(s) for PL</i></b></li> </ul>	
3. The LEA provides sustained supervision to monitor the implementation of compliant practices for the <a href="#">Child Find Rule</a> .			<ul style="list-style-type: none"> <li><b><i>Evidence of who is responsible for monitoring Child Find rule and how is it done</i></b></li> <li><b><i>Evidence that PL implementation is monitored</i></b></li> </ul>	
4. The LEA publishes annual notice of any significant activity that is designed to identify, locate or evaluate children using some type of media to publicly notify parents.  <a href="#">Child Find Rule</a>			<ul style="list-style-type: none"> <li><b><i>Evidence of notices to the public supporting advertisement of Child Find activities</i></b></li> </ul>	

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<b>Evaluations and Reevaluations</b>				
<b>Directions:</b> Review your LEA’s written policies, procedures, and practices for Evaluation and Reevaluation. Then, complete the following checklist and gather the evidence to support your answers. <b>The supporting evidence must be submitted to GaDOE for the Disproportionality Compliance Review.</b>				
<i>Professional Learning, Technical Assistance, Supervision &amp; Monitoring</i>				
Indicators	Rate Your Compliance		Supporting Evidence	List the evidence and/or documentation to support each indicator
	Yes	No		
1. The LEA has written policies, procedures, and practices that are in compliance with the <a href="#">Evaluation and Reevaluation Rule</a> .			<ul style="list-style-type: none"> <li>• <b><i>Compliant written policies, procedures, and practices for evaluation and reevaluation</i></b></li> </ul>	
2. The LEA provides professional learning activities to ensure that all teachers and administrators are fully informed about their responsibilities for implementing the <a href="#">Evaluation and Reevaluation Rule</a> .			<ul style="list-style-type: none"> <li>• <b><i>Documentation that all components of the Evaluation and Reevaluation rule are addressed during PL (e.g., PowerPoint, other training materials)</i></b></li> <li>• <b><i>Agenda(s) for PL</i></b></li> <li>• <b><i>Sign-In sheet(s) for PL</i></b></li> </ul>	
3. The LEA provides sustained supervision to monitor the implementation of compliant practices for the <a href="#">Evaluation and Reevaluation Rule</a> .			<ul style="list-style-type: none"> <li>• <b><i>Evidence of who is responsible for monitoring timeline data for evaluations/reevaluations</i></b></li> <li>• <b><i>When/how often is it done</i></b></li> <li>• <b><i>Evidence that PL implementation is monitored</i></b></li> </ul>	

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### **Eligibility Determinations**

**Directions:** Review your LEA’s written policies, procedures, and practices for Eligibility Determinations. Then, complete the following checklist and gather the evidence to support your answers. **The supporting evidence must be submitted to GaDOE for the Disproportionality Compliance Review.**

#### *Professional Learning, Technical Assistance, Supervision & Monitoring*

Indicators	Rate Your Compliance		Supporting Evidence	List the evidence and/or documentation to support each indicator
	Yes	No		
1. The LEA has written policies, procedures, and practices that are in compliance with the <a href="#">Eligibility Determination Rule</a> .			<ul style="list-style-type: none"> <li><b><i>Compliant written policies, procedures, and practices for eligibility determination</i></b></li> </ul>	
2. The LEA provides professional learning activities to ensure that all teachers and administrators are fully informed about their responsibilities for implementing the <a href="#">Eligibility Determination Rule</a> .			<ul style="list-style-type: none"> <li><b><i>Documentation that all components of the Eligibility Determination rule are addressed during PL (e.g., PowerPoint, other training materials)</i></b></li> <li><b><i>Agenda(s) for PL</i></b></li> <li><b><i>Sign In sheet(s) for PL</i></b></li> </ul>	
3. The LEA provides sustained supervision to monitor the implementation of compliant practices for the <a href="#">Eligibility Determination Rule</a> .			<ul style="list-style-type: none"> <li><b><i>Evidence of who is responsible for monitoring eligibility determinations and when and how it is done</i></b></li> <li><b><i>Evidence that PL implementation is monitored</i></b></li> </ul>	

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### Student Referral Chart

This chart will provide a snapshot of the LEA’s child find, evaluation, and eligibility determination policies, procedures, and practices. All information will assist in informing technical assistance to support LEAs throughout the state.

**Directions:** In **CHART 1**, using information from the previous school year, input the total number of referrals, total number of students found eligible, and total number of students found ineligible in your LEA.

CHART 1		
Total # of Completed Referrals	Number of Students Found Eligible	Number of Students Found Ineligible

Use the **LEA SIZE GROUP GUIDE** and list number of students based on LEA Size in **CHART 2** (below).

LEA SIZE GROUP GUIDE	
Size Group	Number of student names to be listed in Chart 2
A-AA	40
B	30
C	20
D-E	12

All student files should be from the **previous** school year through the **current** school year. Students in **CHART 2** must include the following:

- **The first 10 students will be those found *eligible* in the identified category or categories of disproportionality.**
  - *Student files must be uploaded in the portal. The files WILL be used for the individual student records review (pgs. 9-12) and rated for compliance.*
    - If the LEA does not have 10 files in their identified category of disproportionality, submit all the files from that category and submit files from other categories to ensure there are 10 files.

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- For LEAs with 2 or more identified disability categories, please submit 5 files in **each** category **OR** if you do not have 5 files in each category, submit any combination of the disability categories to reach a total of 10.
  - For example, if your identified disability categories are EBD and OHI, then submit 5 files in the area of EBD and 5 in the area of OHI **OR** any combination of the disability categories to reach a total of 10.
- **The next 2 students should be those found *ineligible* for special education overall.**
  - Student files must be uploaded in the portal. These files **WILL NOT** be used to rate compliance but assist in informing technical assistance.
- The **additional student names and information** (if applicable) can be students of any disability category and must include eligible and ineligible students.
  - These student files **DO NOT** need to be uploaded to the portal. This information **WILL NOT** be used to rate compliance but assist in informing technical assistance.

*Example 1: A LEA (Size AA) has disproportionality findings in Identification: Other Health Impairment (OHI). This LEA will enter student information for 40 students overall. 12 student records will be submitted in the portal; 10 of those students will be in the disability category of OHI and 2 will be students found ineligible for special education overall. The remaining 28 student names/information will be students found eligible or ineligible.*

*Example 2: A LEA (Size D) has disproportionality findings in Identification: Intellectual Disabilities (ID). This LEA will enter student information for 12 students overall. 12 student records will be submitted in the portal; 10 students will be in the disability category of ID and 2 will be students found ineligible for special education overall. (As a reminder if the LEA does not have 10 folders in their identified category of disproportionality, submit all the records from that category and submit records from other categories to ensure there are 10 records.)*

<b>CHART 2 Example</b>									
Student	Gender	Grade Level	School	Race/Ethnicity	Name(s) of Interventions	Duration of Intervention(s) and Frequency of Progress Monitoring	Reason for Special Education Referral: Behavior, Academic, or Both	Found Eligible (Y/N)	Eligibility Category
<i>Sample: John Doe</i>	<i>M</i>	<i>Elem</i>	<i>EES</i>	<i>Asian</i>	<i>Read 180</i>	<i>5 weeks</i>	<i>Both</i>	<i>Y</i>	<i>OHI</i>
<i>Sample: Jane Doe</i>	<i>F</i>	<i>Mid</i>	<i>RMS</i>	<i>White</i>	<i>Moby Max Math</i>	<i>15 weeks</i>	<i>Academic</i>	<i>N</i>	<i>N/A</i>

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Chart 2- Previous School Year to Current School Year

Student	Gender	Grade Level	School	Race/Ethnicity	Name(s) of Interventions	Duration of Intervention(s) and Frequency of Progress Monitoring	Reason for Special Education Referral: Behavior, Academic, or Both	Found Eligible (Y/N)	Eligibility Category
<b>Please upload student files in the portal for the first 12 students listed below.</b>									
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									
11.									
12.									
<b>Submit ONLY student information below, according to your size group.</b>									
13.									
14.									
15.									
16.									
17.									
18.									
19.									
20.									
21.									
22.									

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<b>CHART 2 CONTINUED</b>									
<b>Student</b>	<b>Gender</b>	<b>Grade Level</b>	<b>School</b>	<b>Race/Ethnicity</b>	<b>Name(s) of Interventions</b>	<b>Duration of Intervention(s) and Frequency of Progress Monitoring</b>	<b>Reason for Special Education Referral: Behavior, Academic, or Both</b>	<b>Found Eligible (Y/N)</b>	<b>Eligibility Category</b>
23.									
24.									
25.									
26.									
27.									
28.									
29.									
30.									
31.									
32.									
33.									
34.									
35.									
36.									
37.									
38.									
39.									
40.									



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**Individual Student Records Review Results**

**Directions:** Using the first 10 students in Chart 2 (page 6), enter the first initial and last name for each student in spaces provided. Then, enter the appropriate response to each indicator for the individual student records based on the results of your review. **Please remember, records should be in the LEAs identified category of disproportionality.** (If the LEA does not have 10 folders in their identified category of disproportionality, submit all the records from that category and submit records from other categories to ensure there are 10 records.)

Individual Student Records Review – CHILD FIND									
Evidence to be reviewed: Eligibility Reports (Required)									
<b>Key</b> Y = Yes N = No N/A = Not Applicable									
1	The LEA provides student referrals that are accompanied by documentation of scientific, research or evidence-based academic and/or behavioral interventions that have been implemented as designed for the appropriate period of time to show effect or lack of effect that demonstrates the child is not making sufficient rate of progress to meet age or State-approved, grade-level standards within a reasonable time frame. <u><i>(In some instances, students may receive interventions during the evaluation period.)</i></u>								
	<u><i>This question will not be used to determine compliance or noncompliance, it is merely a means to have LEAs reflect on current practices.</i></u>								

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<b>Individual Student Records Review - EVALUATIONS AND REEVALUATIONS</b>										
<b>Evidence to be reviewed: Eligibility Reports (Required); Evaluation Reports (If Applicable)</b>										
<b>Key</b> Y = Yes N = No N/A = Not Applicable										
	1	<b>Evaluations are provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to do so, provide or administer.</b>								
2	<b>Not use any single procedure as the sole criterion for determining whether a child is a child with a disability or for determining an appropriate educational program for a child.</b>									
3	<b>The child is assessed in all areas related to the suspected disability, if appropriate, including health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities.</b>									
4	<b>The LEA provides a reevaluation of each child with a disability at least once every 3 years, unless the parent and the LEA agree that a reevaluation is unnecessary.</b>									

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Individual Student Records Review – ELIGIBILITY DETERMINATIONS									
Evidence to be reviewed: Eligibility Reports									
<b>Key</b> Y = Yes N = No N/A = Not Applicable									
1	A group of qualified professionals and the parents of the child determined whether the child is a child with a disability and the educational needs of the child.								
2	The LEA considered exclusionary factors: lack of appropriate instruction in reading; lack of appropriate instruction in math; or limited English proficiency.								
3	The LEA used a variety of sources, including aptitude and achievement tests, parent input, and teacher recommendations as well as the information about the child's physical condition, social or cultural background, and adaptive behavior to determine eligibility.								
4	The eligibility report documents the area(s) of disability and aligns with the state rule & regulation of the specific eligibility category. <i>For Example: Intellectual Disability (ID) eligibility reports <b>MUST INCLUDE ALL</b> eligibility (determination) requirements of the ID state rule &amp; regulation.</i>								

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**Individual Student Records Review – ELIGIBILITY DETERMINATIONS (continued)**

**Evidence to be reviewed: Eligibility Reports**

Key  
 Y = Yes  
 N = No  
 N/A = Not Applicable

5

The eligibility report provided statements for each component of the eligibility and is comprehensive.

6

The LEA provided a copy of the evaluation report and the documentation of determination of eligibility at no cost to the parent.

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**Compliance Review Discussion Questions**

**Directions:** Answer the questions below based on the records that were selected and reviewed for Chart 2 and Student Records Review.

- 1. What is the composition of the LEA by race? Gender? What is the composition of the LEA's students with disabilities (SWD) by race? Gender?**
  
- 2. What are the most common sources of referrals for SWD (i.e. parent referral, outside professionals, school-based staff) in your LEA?**
  
- 3. Discuss the eligibility determination process that is being implemented in your LEA. How is your LEA implementing the process with fidelity and integrity for all eligibility categories and specifically in the area of disproportionality findings in your LEA?**

