Addressing Disproportionality: Strategies for Making Appropriate Identification and Placement Decisions

Presenter:
Jasolyn Henderson, Ph.D.
Georgia Department of Education
## 2018 Georgia SWD Data

**FY2018 CHILDREN AGES 6-21**

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Autism</th>
<th>Deaf/Blind</th>
<th>SDD</th>
<th>EBD</th>
<th>HI</th>
<th>ID</th>
<th>OHI</th>
<th>OI</th>
<th>SLD</th>
<th>SLI</th>
<th>TBI</th>
<th>VI</th>
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<tbody>
<tr>
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<td>38</td>
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<td>25</td>
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<td>69</td>
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<td>165</td>
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<td>7</td>
<td>6,069</td>
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<td>208</td>
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<td>2 or More Races</td>
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<td>57</td>
<td>17</td>
<td>-</td>
<td>1</td>
<td>157</td>
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<tr>
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<td>569</td>
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<td>177</td>
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<tr>
<td>Grand Total</td>
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<td>10,653</td>
<td>1,634</td>
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<td>32,663</td>
<td>706</td>
<td>75,064</td>
<td>23,050</td>
<td>424</td>
<td>712</td>
<td>195,435</td>
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3/21/2018
What is MTSS and How Can It Impact Disproportionality?

• Multi-Tiered Services and Supports (MTSS) is a framework of academic and behavioral evidence based instruction and interventions used with data-based decision making to meet the learning needs of ALL students.

• Disproportionality is the inappropriate identification, segregated placement, or disciplinary suspensions of students that excessively impact certain groups of students with disabilities.

• Evidence-based programs and practices result in positive impacts on academics and behavior.
What Does Academic Achievement and Discipline Data in your LEA and/or Schools Look Like?

RTI Pyramid

**Academic Systems**
- Intensive, Individual Interventions
  - Individual Students
  - Assessment-based
  - High intensity
  - Of longer duration
- Targeted Group Interventions
  - Some students at risk
  - High efficiency
  - Rapid response
- Universal Interventions
  - All students
  - Preventive, proactive

**Behavioral Systems**
- Intensive, Individual Interventions
  - Individual Students
  - Assessment-based
  - Intensive, durable procedures
- Targeted Group Interventions
  - Some students at risk
  - High efficiency
  - Rapid response
- Universal Interventions
  - All settings, all students
  - Preventive, proactive

**Tier 1**
- 5-10% On or Above Grade level

**Tier 2**
- 10-15% On or Slightly below Grade level

**Tier 3 and 4**
- 75-85% Below Grade level and needing intensive interventions

3/21/2018
How Do We Fix the Triangle!?!? With MTSS!

Immediate Next Steps

• Investigate Quality of Tier 1 Curriculum and Instruction
• Consistent Use of a Problem-Solving Process
• Universal Screening in Academics and Behavior
• Identify Deficits Within and Across Schools
• Select Evidence-Based Interventions (EBIs) Targeting School-wide Deficits and Build in Intervention Time in Schedule

• Research-Based Progress Monitoring (and Fidelity checks)
Problem-Solving Process

Follow a structured methodology with the use of data, including these basic steps:

1. Problem Identification
2. Root Cause Analysis (RCA)
3. Identify Possible Solutions
4. Implement Solution
5. Evaluate Solution

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Analyzing the Problem: Identifying Deficits Across and Within Schools

Data Analysis: Helping Define our Current Environment

Demographic Data (i.e., enrollment, attendance, graduation rate, etc.)

Perception Data (i.e., attitudes, beliefs, perceptions of learning environment, etc.)

Student Learning Data (i.e., teacher observations, assessments, etc)

School Processes Data (i.e., programs and processes, etc.)
Analyzing the Problem: Identifying Deficits Across and Within Schools through Universal Screening

Academics and Behavior (i.e. Social Emotional Functioning)


“Universal screening assessments are typically brief, conducted with all students at a grade level, and followed by additional testing or short-term progress monitoring to corroborate students’ risk status.”
Confusion

how much DATA you have
Analyzing the Problem: Root Cause Analysis (RCA)

• 5 Whys
  • Ask “Why” 5 times
  • The Five Whys is a simple problem-solving technique that helps to get to the root of a problem quickly. The Five Whys strategy involves looking at any problem and drilling down by asking: "Why?" or "What caused this problem?"

• Fishbone Diagram
  • Visualization tool for categorizing the potential causes of a problem in order to identify its root causes; Also called a cause and effect diagram.
5 Whys

Five Whys

Why do you exercise?
Because it’s healthy

Why is it healthy?
Because it raises my heart rate

Why is that important?
So that I burn more calories

Why do you want to do that?
To lose weight

Why are you trying to lose weight?
I feel social pressure to look fit
Fishbone Diagram

Categories in Public School Setting
- Teachers and Leaders
- Instruction
- Curriculum
- Infrastructure
- Students and Families

Illustration:

- Sub-cause 1
  - Sub-cause 2
    - Sub-cause 3
      - Cause 4
- Sub-cause 1
  - Sub-cause 2
    - Sub-cause 3
      - Cause 2

3/21/2018
No PL or implementation of curriculum

Limited knowledge of effective reading instruction
Lack of coaching and monitoring

75% scoring basic on Georgia Milestone Reading Assessment
Selecting EBIs
Identify Possible Solutions

The Hexagon Tool
Exploring Context

The Hexagon Tool can be used as a planning tool to evaluate evidence-based programs and practices during the Exploration Stage of Implementation.

See the Active Implementation Hub Resource Library
http://implementation.fpg.unc.edu

EBP:

5 Point Rating Scale:
High = 5; Medium = 3; Low = 1.
Midpoints can be used and scored as a 2 or 4.

<table>
<thead>
<tr>
<th>EBP</th>
<th>High</th>
<th>Med</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>Need</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resource Availability</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Evidence</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Readiness for Replication</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Capacity to Implement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Score</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Fit with current initiatives:
- School, district, state priorities
- Organizational structures
- Community values

Need in school, district, state:
- Academic & socially significant issues
- Parent & community perceptions of need
- Data indicating need

Capacity to Implement:
- Staff meet minimum qualifications
- Sustainability
  - Staff Competencies
  - Organization
  - Leadership
  - Financial
- Buy-in process operationalized
  - Practitioners
  - Families

Readiness for Replication:
- Qualified supervisor
- Expert or TA available
- Mature sites to observe
- Several replications
- Operational definitions of essential functions
- Implementation components operationalized
  - Staff Competency
  - Org. Support
  - Leadership

Evidence:
- Outcomes – Is it worth it?
- Fidelity data
- Cost-effectiveness data
- Number of studies
- Population similarities
- Diverse cultural groups
- Efficacy or effectiveness

Resources and supports for:
- Curricula & Classroom
- Technology supports (IT dept.)
- Staffing
- Training
- Data Systems
- Coaching & Supervision
- Administration & systems

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Adapted from work by Laurel J. Kiser, Michelle Zabel, Albert A. Zachik, and Joan Smith (2007)
Having an Effective, Written Supervision and Monitoring Plan...

- Ensures the delivery of appropriate interventions and fidelity of implementation
- Builds capacity of staff to implement interventions with fidelity
- Ensures proper documentation of teaching and learning efforts
- Ensures the use of data-based decision making by staff
- Assesses progress of struggling students
- Assists with evaluation of effectiveness of specific interventions and the MTSS process
ADDRESSING DISPROPORTIONALITY: IMPLEMENTING EFFECTIVE STRATEGIES THAT LEAD TO POSITIVE CHANGE IN PLACEMENT

Presenters:
Dr. Susan Brozovic
Dr. Lakshmi Sankar
Georgia Department of Education
Yes or No

• 6th grade student is four grade levels below in math and on-grade level in reading. Student is in co-taught for reading and math. During the IEP meeting, parent expresses concerns about student not mastering math concepts and wants him in a small-group separate setting for math. Teacher says, “Sorry, we don’t offer small groups at this school. We only offer co-teaching or general ed. classes without co-teaching support.”

Is that an acceptable answer?
Reflection

- An elementary student with learning disabilities is being served through co-taught classes. He struggles with reading comprehension and decoding. During IEP meeting, it is suggested that he is served in a separate class for reading. Parent disagrees. Talk to your elbow partner as to what supports can be provided to student to remain in the general education setting?
LRE Continuum

- Emphasizes that a child with a disability be served in a setting where he/she can make educational progress (Endrew F. v. Douglas County School District, 2018)
- Reinforces the importance of the individualized inquiry in determining placement
- Ensures each child’s unique educational needs are considered and is based on the child’s IEP
LRE Continuum

- General Education
- Consultative
- Collaborative
- Co-teaching
- Separate Class- partial
- Separate Class- all day
- Separate School
- Hospital/Homebound
<table>
<thead>
<tr>
<th>Compliance and Best Practices</th>
</tr>
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<tbody>
<tr>
<td>Least Restrictive Environment</td>
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<tr>
<td>Georgia Rule Number. [160-4-7-.07](Least Restrictive Environment)</td>
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<table>
<thead>
<tr>
<th>Rate Your Compliance</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The LEA has <strong>written procedures</strong> for implementation of the <a href="https://gadoe.org">LRE Rule</a>.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The LEA provides high quality, <strong>sustained professional learning activities</strong> on the written procedures for appropriate LEA and school personnel to assist with the implementation of the <a href="https://gadoe.org">LRE Rule</a>.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The LEA provides <strong>sustained supervision</strong> to <strong>monitor</strong> the implementation of compliant practices for the <a href="https://gadoe.org">LRE Rule</a>.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The LEA uses the supervision and monitoring data to identify schools and/or personnel that require <strong>technical assistance</strong> to support compliant LRE practices.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The LEA ensures that every Individualized Education Program (IEP) team <strong>meaningfully considers</strong> various <strong>support systems and activities</strong> that could be used to assist Students with Disabilities (SWD) to be educated successfully in general education classes prior to the consideration of pullout special education services.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Compliance and Best Practices

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td>The LEA ensures that <strong>special education teachers provide support to general education teachers</strong> in a variety of ways including, but not limited to, consultation, implementation of accommodations or modifications, and co-teaching.</td>
</tr>
<tr>
<td>7.</td>
<td>The LEA ensures that a <strong>continuum of alternative placements</strong> is available to meet the needs of children with disabilities for special education and related services.</td>
</tr>
<tr>
<td>8.</td>
<td>In determining the educational placement of a child with a disability, including a preschool child with a disability, each LEA ensures that the placement <strong>decision is made by a group of persons</strong>, including the parents, and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.</td>
</tr>
<tr>
<td>9.</td>
<td>The LEA ensures that <strong>placement discussions</strong> are based upon a completed Individualized Education Program developed by the IEP team, <strong>focused on individualized student needs</strong>.</td>
</tr>
<tr>
<td>10.</td>
<td>The LEA ensures that the IEP teams review the <strong>students’ progress</strong> at least annually to determine appropriate placement and <strong>progress towards annual goals</strong>.</td>
</tr>
</tbody>
</table>
Professional Learning Calendar

- What kind of a professional learning calendar do you have? Who participates in the professional learning? Is it job-embedded and on-going?
Supervision, Monitoring and Technical Assistance

- Supervision and Monitoring: What, Who and how often?
- What do you do with the data you have collected?
- What procedures are in place to identify school and staff members who are in need of technical assistance?
- How do you provide technical assistance?
Continuum of Services

- How do you ensure your teachers are considering a continuum of services when determining placement for students?
- What are the barriers?