

Addressing Disproportionality: Strategies for Making Appropriate Identification and Placement Decisions

Presenter:

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2018 Georgia SWD Data



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FY2018 CHILDREN AGES 6-21

Race/ Ethnicity	Autism	Deaf/ Blind	SDD	EBD	HI	ID	OHI	OI	SLD	SLI	TBI	VI	Grand Total
American Indian	38	-	25	34	1	33	69	2	165	33	-	1	401
Asian	809	1	347	47	64	277	311	39	835	680	12	34	3,456
Black	7,092	7	6,069	5,184	621	8,900	12,364	208	30,433	6,920	170	252	78,220
Hispanic	2,137	3	2,259	706	329	1,899	2,610	118	14,660	2,902	54	85	27,762
2 or More Races	746	1	605	468	49	417	1,279	16	2,335	935	11	25	6,887
Pacific Islander	16	-	18	13	1	13	21	-	57	17	-	1	157
White	8,249	14	5,474	4,201	569	5,080	16,009	323	26,579	11,563	177	314	78,552
Grand Total	19,087	26	14,797	10,653	1,634	16,619	32,663	706	75,064	23,050	424	712	195,435

What is MTSS and How Can It Impact Disproportionality?



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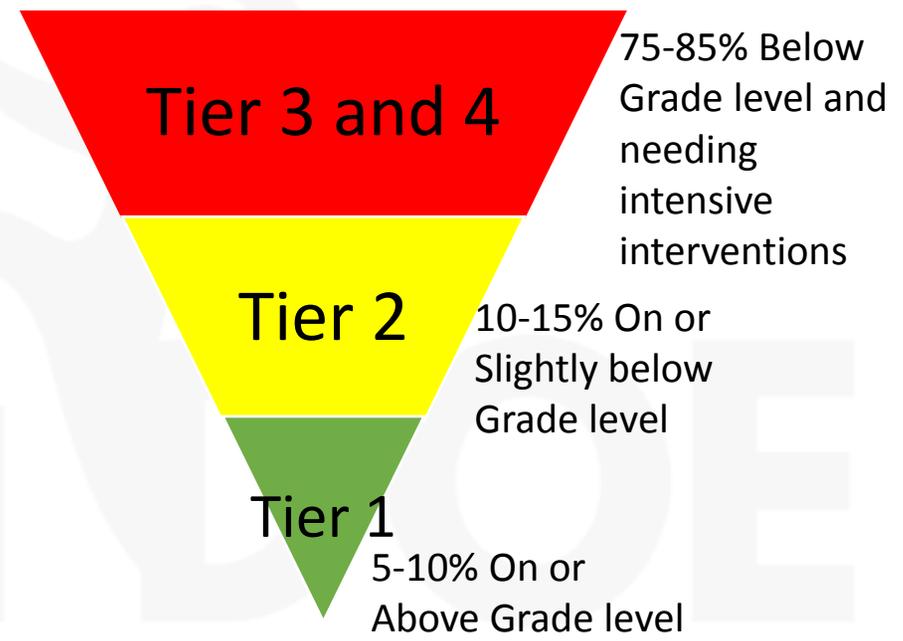
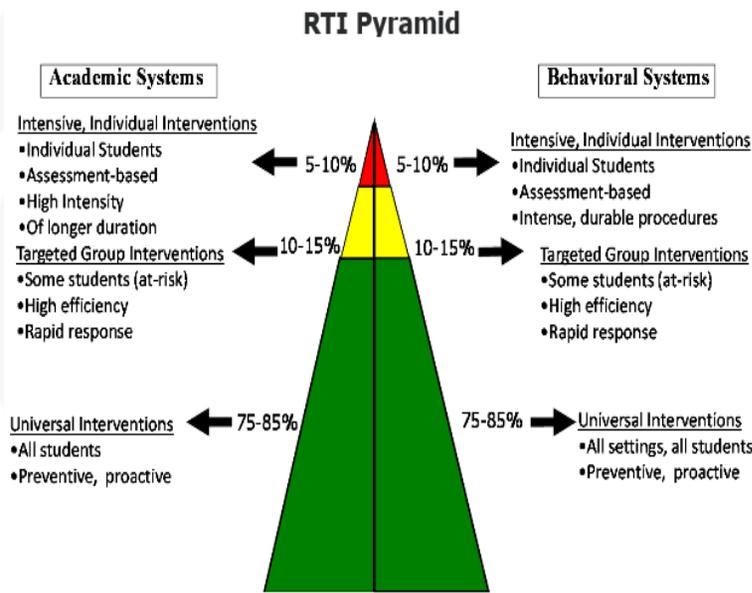
- Multi-Tiered Services and Supports (MTSS) is a framework of academic and behavioral evidence based instruction and interventions used with data-based decision making to meet the learning needs of ALL students.
- Disproportionality is the inappropriate identification, segregated placement, or disciplinary 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?



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How Do We Fix the Triangle!?!? With MTSS!



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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



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



Problem Identification

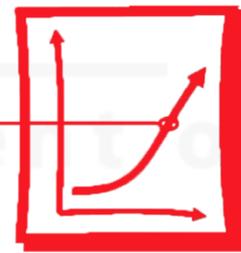
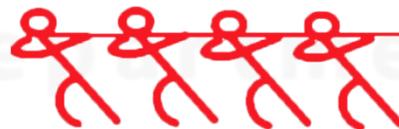


Root Cause Analysis (RCA)

Identify Possible Solutions

Implement Solution

Evaluate Solution



Analyzing the Problem: Identifying Deficits Across and Within Schools



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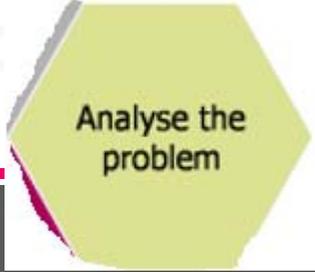
Data Analysis: Helping Define our Current Environment

Demographic Data (i.e., enrollment, attendance, grad 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.)



Analyse the
problem

Analyzing the Problem: Identifying Deficits Across and Within Schools through Universal Screening

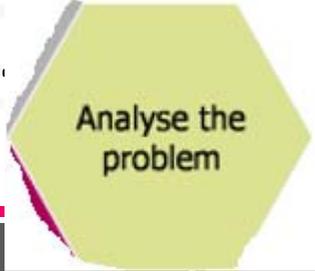


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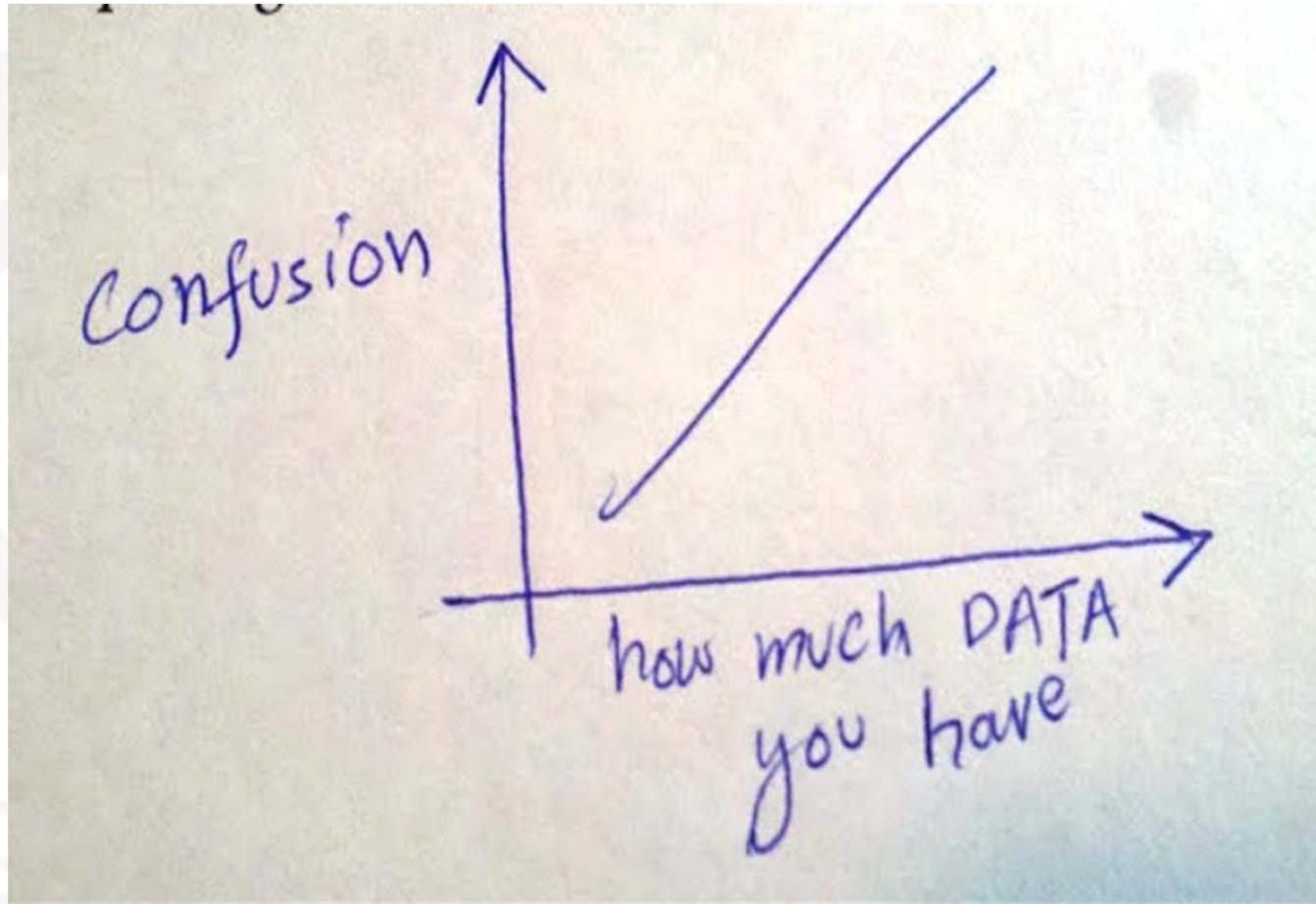
Academics and Behavior (i.e. Social Emotional Functioning)

<https://rti4success.org/resources/tools-charts/screening-tools-chart>

“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.



Analyse the problem



Analyzing the Problem: Root Cause Analysis (RCA)



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- 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.

Analyse the
problem

5 Whys



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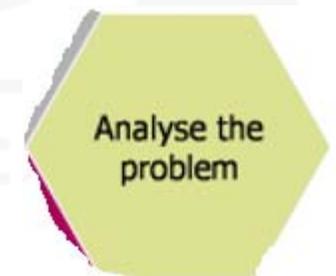
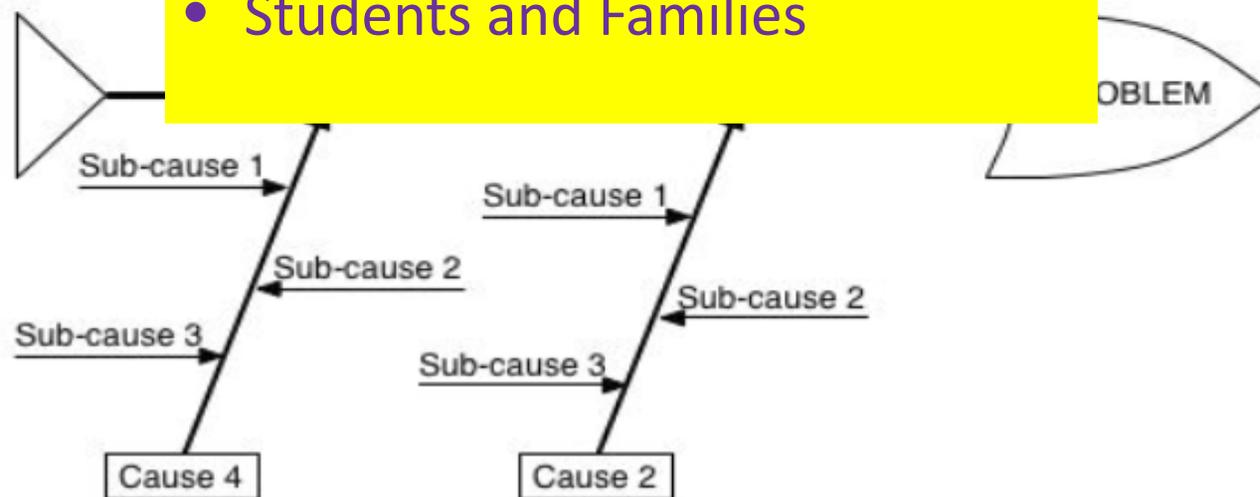
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Fishbone Diagram

Illustration

Categories in Public School Setting

- Teachers and Leaders
- Instruction
- Curriculum
- Infrastructure
- Students and Families



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 and mo
 reading



Effective Leadership

75% scoring basic on
 ia Milestone Reading
 assessment

Analyse the
 problem

Selecting EBIs



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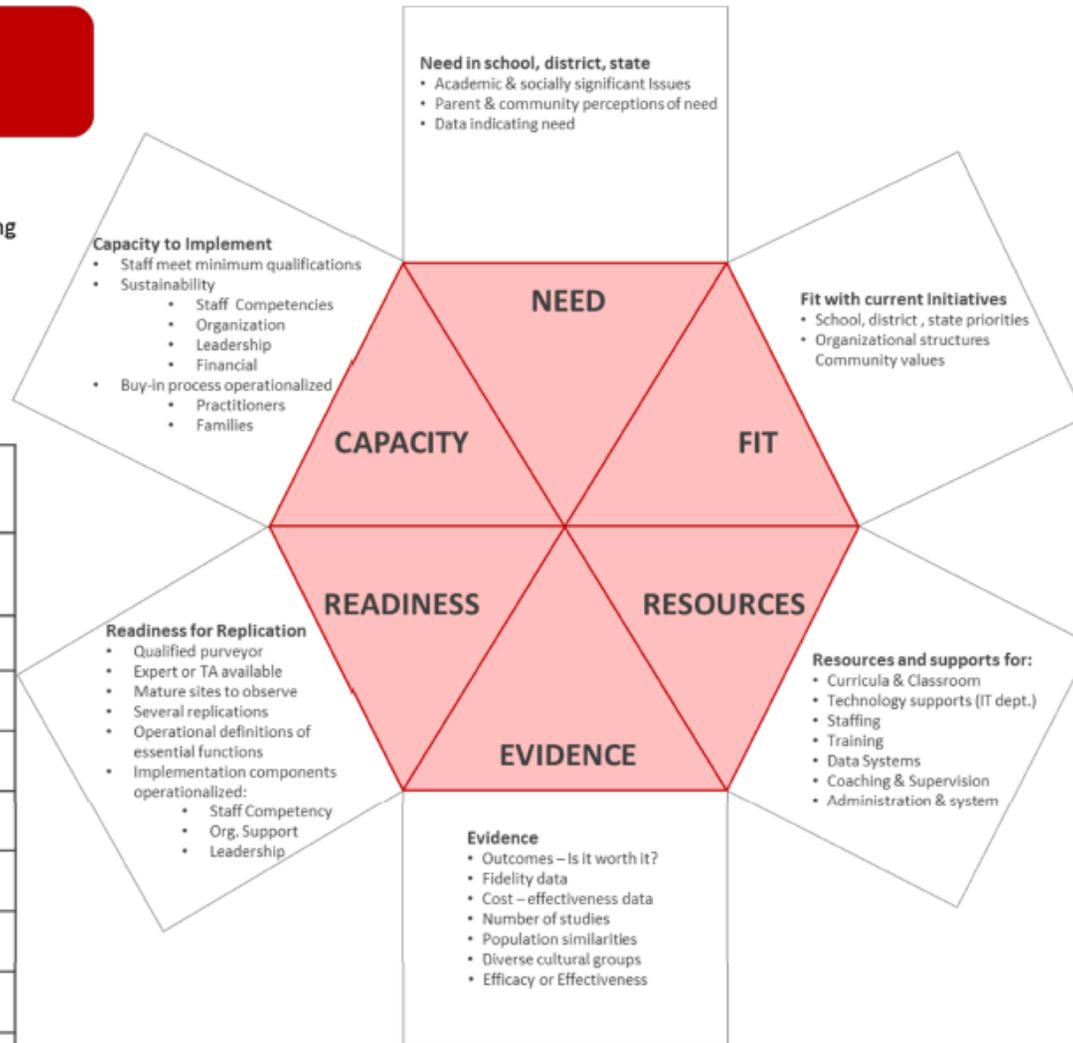
Identify Possible Solutions

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.			
	High	Med	Low
Need			
Fit			
Resource Availability			
Evidence			
Readiness for Replication			
Capacity to Implement			
Total Score			



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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...



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- 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

Implement
the
solution

ADDRESSING DISPROPORTIONALITY: IMPLEMENTING EFFECTIVE STRATEGIES THAT LEAD TO POSITIVE CHANGE IN PLACEMENT

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Yes or No



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- 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



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- 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?

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LRE Continuum



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- Emphasizes that a child with a disability be served in a setting where he/she can make educational progress (*Andrew 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

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LRE Continuum

- General Education
- Consultative
- Collaborative
- Co-teaching
- Separate Class- partial
- Separate Class- all day
- Separate School
- Hospital/Homebound



Compliance and Best Practices



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Least Restrictive Environment Georgia Rule Number. 160-4-7-.07 (Least Restrictive Environment)	Rate Your Compliance	
	Yes	No
1. The LEA has written procedures for implementation of the LRE Rule .		
2. The LEA provides high quality, sustained professional learning activities on the written procedures for appropriate LEA and school personnel to assist with the implementation of the LRE Rule .		
3. The LEA provides sustained supervision to monitor the implementation of compliant practices for the LRE Rule .		
4. The LEA uses the supervision and monitoring data to identify schools and/or personnel that require technical assistance to support compliant LRE practices.		
5. The LEA ensures that every Individualized Education Program (IEP) team meaningfully considers various support systems and activities 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.		

Compliance and Best Practices

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

Professional Learning Calendar



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

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Supervision, Monitoring and Technical Assistance



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- 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?

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Continuum of Services



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

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