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# Preventing DISPROPORTIONALITY

## by Strengthening District Policies and Procedures — An Assessment and Strategic Planning Process

February 2006 . i

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## INTRODUCTION

This document is designed to help State and Local Education Agencies address institutional and systems issues that may impact students from culturally and linguistically diverse populations who continue to experience a wide variety of achievement gaps. Disproportionate representation of students who are culturally and linguistically diverse occurs in a spectrum of programs from under-representation in gifted programs, lowered graduation rates, achievement gaps in core content areas, and compromised post-secondary outcomes to heightened risk for identification and placement in special education. This document contains a self-study tool that assists district teams to examine policies, procedures, and practices in general and special education that have been shown to contribute to institutional factors that surround disproportionality. The tool is found on page 12. The tool addresses four standards:

- 1. CORE FUNCTIONS:** Educational systems are designed to ensure that equitable educational opportunities are available and accessed by all students, including those from diverse cultural, linguistic, or ability backgrounds.
- 2. INSTRUCTIONAL SERVICES:** Learning environments at all grade levels are designed to support and produce academic achievement for diverse learners
- 3. INDIVIDUALIZED EDUCATION:** Children with disabilities along with their general education peers are ensured access to, participation in, and progress in the general curriculum.
- 4. ACCOUNTABILITY:** Student Performance on state and district assessment is analyzed and used to guide instruction and school improvement.

This instrument creates an opportunity to look at both general and special education practices and policies with the understanding that where disproportionality exists, it may be due a variety of institutional factors that include organizational structures, classroom processes, curriculum implementation, knowledge, skills, and dispositions of practitioners, administrators, and other staff

as well as the practices and procedures used to identify and place students in special education services. In subsequent sections, a synopsis of the provisions of both NCLB and IDEA '04 is provided to ground the use of this tool along with references and websites that may be of use as State and Local Education leaders develop prevention strategies for disproportionality.

## A SYNOPSIS OF NO CHILD LEFT BEHIND (NCLB) PROVISIONS

Signed into law in 2002, NCLB is designed to (1) bring all students up to grade level in reading and math; (2) close the nation's achievement gaps within a decade; and (3) hold schools accountable for results through annual assessments. Under the provisions of NCLB, students in grades 3-8 are tested annually with one additional test administered in high school. States set academic standards in core subjects and measure progress using tests aligned to state standards. In addition, States set annual school improvement standards. The intent of both sets of standards is to provide an accountability framework for all public schools to ensure that local communities are aware of local school progress in educating all students to standards of proficiency. NCLB creates opportunities for community discussion that involve data, equity, research, and school improvement strategies.

### ACCOUNTABILITY FOR RESULTS

NCLB creates a structure for states work to close the achievement gap and make sure all students achieve academic proficiency. Because systems demonstrate their progress towards this goal by disaggregating student performance data by race, ethnicity, and disability, schools are better able to understand the ways in which their curriculum creates and limits access and opportunities to learn. Annual state and school district report cards inform parents and communities about state and school progress. Schools that do not make progress must provide supplemental services, such as free tutoring or after-school assistance; take corrective actions; and, if still not making adequate yearly progress after five years, make dramatic changes to the way the school is run.

## EVIDENCE-BASED ACADEMIC PRACTICES

*No Child Left Behind* puts emphasis on determining which educational programs and practices have been proven effective through research. Federal funding is targeted to support research as well as high quality technical assistance and professional learning for systems, schools, and teachers.

## A SYNOPSIS OF PROVISIONS OF IDEA '04

*The disproportionate representation of ethnically and linguistically diverse students in high incidence special education programs (mild mental retardation, learning disabilities, and emotional/behavioral disorders) has been a concern for over three decades (Artiles, Trent, & Palmer, 2004; Donovan & Cross, 2002; Dunn, 1968). The importance of this issue is evident in the fact that it has twice been studied by the National Academy of Sciences (Donovan & Cross, 2002; Heller, Holtzman, & Messick, 1982). The recent NRC report concluded, "[t]wenty years later, disproportion in special education persists" (Donovan & Cross, 2002, p. 1). [Two NRC reports, resolutions, statements, and actions from major professional organizations such as the Council for Exceptional Children (CEC) (CEC, 1997, 2002), litigation (e.g., court cases such as Larry P. vs. Riles and Diana vs. the California State Board of Education), policy and advocacy efforts (e.g., new IDEA amendments, CEC Institutes on Disproportionality), pressure from parent groups, and efforts from a relatively small group of researchers have not been sufficient to significantly reduce this problem. Although disproportionate representation is most apparent among African American and American Indian students when aggregated data are the focus, there are notable instances of overrepresentation among other ethnic groups, such as Asian Americans and Hispanics, when data are disaggregated and population subgroups are examined. The phenomenon of disproportionate representation becomes particularly problematic when one considers that our nation's school-aged population is becoming culturally and linguistically diverse at an unprecedented rate (Smith, 2003; U.S. Department of Commerce, 2000). (Klingner, Artiles, Kozleski, Harry, Zion, Tate, Zamora-Durán, & Riley, (2005), pp. 3).*



**DEFINITIONS** Disproportionality refers to comparisons made between groups of students by race or ethnicity or language who are identified for special education services. Where students from particular ethnic or linguistic groups are identified either at a greater or lesser rate than all other students then that group may be said to be disproportionately represented in special education. In some cases, the percentage of an ethnic or racial group may be less than what is found in the population in general. In this case, the group may be described as underrepresented. Conversely, when a particular ethnic or racial group is represented in special education at a greater rate than the population in general, that group is said to be overrepresented. Racial disproportionality for any racial group in any one of the disability categories, and/or removal from general education more than 60% of the time, and/or disciplinary exclusion of 10 days or more may meet a state's definition for disproportionality

**CALCULATIONS** The best explanation for calculating disproportionality for local and state educational agencies (LEAs and SEAs) is found on the web at <http://www.ideadata.org/docs/Disproportionality%20Technical%20Assistance%20Guide.pdf>. While there are several ways to examine disproportionality including composition, risk and risk ratio, perhaps the first choice should be to use risk ratio since it can compare the risk of disproportionality for a specific group against the risk for all other groups or for another specific group. However, because so many LEAs are smaller than 1,000, and groups of students who fall within a particular category and ethnic group may fall below ten, the use of risk ratio as a single measure of disproportionality can be problematic. For this reason, states may want to consider the use of multiple measures over time (at least two years) to identify districts with disproportionality.

**IDENTIFICATION OF LEAS AS HAVING DISPROPORTIONALITY** States are encouraged to develop a tiered approach to identifying LEAs with disproportionality. This approach allows the states to provide intensive technical assistance and support to LEAs with the most skewed data in the state while maintaining

public accountability for districts who do not meet the numerical criteria for the most significant disproportionality. Consider 3 to 4 tiers that range in level of concern:

- **Requires intensive state technical assistance.** In this case, numerical calculations result in the identification of the LEA for state supported TA & Professional Development. The degree of disproportionality found constitutes both significant and likely inappropriate assignment of students from particular ethnic and racial categories to special education.
- **Technical Assistance & Professional Development Focused on Disproportionality.** LEAs fall into this category based on their data over two years and are required to assess their current practices and develop TA and PD plans to improve results for students so that referrals, identification, and placement in special education are made with careful consideration of opportunities to learn within general education as well as the process and tools used to determine special education identification and placement.
- **LEA Improvement plans target disproportionality.** Data from LEAS falling in this category suggest that students may be at risk for inappropriate placement in special education and LEAS are required to assess their processes to consider areas where practices may need to be improved.
- **Notification/Awareness.** All Districts who have a risk ratio of greater than one in any area receive a data report and a letter explaining disproportionality, and offering suggestions for actions the district make take to ensure that they are not approaching significant disproportionality.

**CHANGES IN THE LAW** IDEA 2004 strengthens the previous statute's emphasis on the identification of disproportionality. Changes in IDEA include a more extensive scan for instances of disproportionality, more extensive remedies where findings of disproportionality occur, and a focus on the development of personnel preparation models to ensure

appropriate placement and services for all students and to reduce disproportionality in eligibility, placement, and disciplinary actions for minority and limited English proficient students.

While IDEA '97 mandated that states analyze their special education student count data for disproportionality, the analysis was limited to receipt of special education services and environments. As a result, states might look at their data statewide but they were not required to analyze data at the LEA level. For instance, a state might find that in a particular local education agency, students who were African-American were more likely to be identified for emotional disturbance and placed in self-contained day programs. However, states were not asked to monitor for disproportionality in suspension and expulsion rates, and other disciplinary actions. Further, technical assistance and support to states for reducing disproportionality was not stipulated in the law. New provisions in IDEA require this kind of scrutiny at the LEA level.

Further, IDEA 2004 specifies that where a determination of significant disproportionality is found, the SEA shall provide for review and, if appropriate, revision of policies, procedures and practices to ensure that the requirements of IDEA are met. New provisions of the law additionally stipulate that LEAS may be required to reserve the maximum amount of funds under section 613(f) to provide comprehensive coordinated early intervening services to serve students in the LEA, particularly students in groups that are significantly overidentified. In subsequent sections, this brief presents four distinct elements of IDEA as it pertains to disproportionality.

## I) EVIDENCE-BASED PRACTICES/PROCEDURES RELATED TO IDEA PROVISIONS:

### SEC. 612. STATE ELIGIBILITY.

This section addresses the responsibility of the State Education Agency (SEA) to examine data disaggregated by race and



ethnicity to determine if significant discrepancies are occurring in the rate of long-term suspensions. Items bolded indicate changes from IDEA '97.

Individuals with Disabilities Education Act of 2004, H.R. 1350, 108th Cong (2004). 612(a) (22) and (24): SEC. 612. STATE ELIGIBILITY.

#### (22) SUSPENSION AND EXPULSION RATES.—

(A) IN GENERAL.—The State educational agency examines data, including data disaggregated by race and ethnicity, to determine if significant discrepancies are occurring in the rate of long-term suspensions and expulsions of children with disabilities—

- (i) among local educational agencies in the State; or
- (ii) compared to such rates for non disabled children within such agencies.

(24) OVERIDENTIFICATION AND DISPROPORTIONALITY.—The State has in effect, consistent with the purposes of this title and with section 618(d), policies and procedures designed to prevent the inappropriate over-identification or disproportionate representation by race and ethnicity of children as children with disabilities, including children with disabilities with a particular impairment described in section 602.

## 2) EVIDENCE-BASED PRACTICES/PROCEDURES RELATED TO IDEA PROVISIONS:

### SEC. 618. PROGRAM INFORMATION

This section addresses the responsibility of the State Education Agency (SEA) to collect and examine data disaggregated by race and ethnicity to determine if significant discrepancies are occurring in identification, placement and/or disciplinary actions.

Individuals with Disabilities Education Act of 2004, H.R. 1350, 108th Cong (2004). 618(d)

### (1) and (2): SEC. 618. PROGRAM INFORMATION (d) DISPROPORTIONALITY.

(1) IN GENERAL.—Each State that receives assistance under this part, and the Secretary of the Interior, shall provide for the collection and examination of data to determine if significant disproportionality based on race and ethnicity is occurring in the State and the local educational agencies of the State with respect to—

- (A) the identification of children as children with disabilities, including the identification of children as children with disabilities in accordance with a particular impairment described in section 602(3);
- (B) the placement in particular educational settings of such children; and
- (C) the incidence, duration, and type of disciplinary actions, including suspensions and expulsions.**

### (2) REVIEW AND REVISION OF POLICIES, PRACTICES, AND PROCEDURES. —

In the case of a determination of significant disproportionality with respect to the identification of children as children with disabilities, or the placement in particular educational settings of such children, in accordance with paragraph (1), the State or the Secretary of the Interior, as the case may be, shall —

- (A) provide for the review and, if appropriate, revision of the policies, procedures, and practices used in such identification or placement to ensure that such policies, procedures, and practices comply with the requirements of this title;
- (B) require any local educational agency identified under paragraph (1) to reserve the maximum amount of funds under section 613(f) to provide comprehensive coordinated early intervening services to serve children in the local educational agency, particularly children in those groups that were significantly over-identified under paragraph (1); and**
- (C) require the local educational agency to publicly report on the revision of policies, practices, and procedures described under subparagraph (A).**

## 3) EVIDENCE-BASED PRACTICES/PROCEDURES RELATED TO IDEA PROVISIONS:

### SEC. 662. PERSONNEL DEVELOPMENT TO IMPROVE SERVICES AND RESULTS FOR CHILDREN WITH DISABILITIES.

*This section addresses assisting existing or new collaborative personnel preparation activities to ensure that personnel are prepared to prevent misidentification, inappropriate over and under identification, particularly for students from minority and limited English proficient backgrounds.*

Individuals with Disabilities Education Act of 2004, H.R. 1350, 108th Cong (2004). 662 (b) (2) (A) (iii): Personnel Development

(2) PERSONNEL DEVELOPMENT.--In carrying out paragraph (1)(A), the Secretary shall support not less than 1 of the following activities:

- (A) Assisting effective existing, improving existing, or developing new, collaborative personnel preparation activities undertaken by institutions of higher education, local educational agencies, and other local entities that incorporate best practices and scientifically based research, where applicable, in providing special education and general education teachers, principals, administrators, and related services personnel with the knowledge and skills to effectively support students with disabilities, including--
  - (i) working collaboratively in regular classroom settings;
  - (ii) using appropriate supports, accommodations, and curriculum modifications;
  - (iii) implementing effective teaching strategies, classroom-based techniques, and interventions to ensure appropriate identification of students who may be eligible for special education services, and to prevent the misidentification, **inappropriate overidentification, or underidentification of children as having a disability, especially minority and limited English proficient children;**



#### 4) EVIDENCE-BASED PRACTICES/PROCEDURES RELATED TO IDEA PROVISIONS:

SEC. 663. TECHNICAL ASSISTANCE, DEMONSTRATION PROJECTS, DISSEMINATION OF INFORMATION, AND IMPLEMENTATION OF SCIENTIFICALLY BASED RESEARCH.

*This section authorizes funding to develop and demonstrate personnel preparation models that ensure appropriate identification, placement and disciplinary actions for students from minority and*

*limited English proficient backgrounds. In addition, it authorizes funding for dissemination activities.*

Individuals with Disabilities Education Act 2004, H.R. 1350, 108th Cong (2004). 663(c)(9) SEC. 663. TECHNICAL ASSISTANCE, DEMONSTRATION PROJECTS, DISSEMINATION OF INFORMATION, AND IMPLEMENTATION OF SCIENTIFICALLY BASED RESEARCH.

(c) AUTHORIZED ACTIVITIES.—Activities that may be carried out under this section include activities to improve services provided under this title, including the practices of

professionals and others involved in providing such services to children with disabilities, that promote academic achievement and improve results for children with disabilities through—

- (9) demonstrating models of personnel preparation to ensure appropriate placements and services for all students and to reduce disproportionality in eligibility, placement, and disciplinary actions for minority and limited English proficient children; and
- (10) disseminating information on how to reduce inappropriate racial and ethnic disproportionalities identified under section 618.



# The NCCRESt Rubric<sup>1</sup>

## An LEA Tool for Examining General Education, Early Intervening, Referral, Identification, Placement, and Access to the General Education Curriculum Processes

February 2006 .1

<sup>1</sup> Rubric items were adapted from The Ohio Department of Education (ODE) Office for Exceptional Children's disproportionality probes used for focused monitoring. The probing questions were developed by ODE, NCCRESt, NCRRC, and NCDP staff.



This tool is designed to guide the examination of LEA practices to prevent serious and potentially inappropriate disproportionate referral, identification and placement of students who are culturally and linguistically diverse may be occurring. The tool provides opportunities to analyze the knowledge, skills and dispositions as well as contextual factors that may lead to institutionalized practices that manifest themselves in disproportionate identification. This tool is grounded in a comprehensive review of the literature and the development of a conceptual framework that locates disproportionality in the intersection of context, policy, practice and people (Klingner, Artiles, Kozleski, Utley, Zion, Tate, Harry, Zamora-Durán, & Riley, 2005). Please see [http://www.nccrest.org/PDFs/core\\_principles\\_EPAA.pdf](http://www.nccrest.org/PDFs/core_principles_EPAA.pdf).

Action directed at changing results should be grounded in a thoughtful assessment of what is happening, the development of theories or hypotheses about what is triggering disproportionality, and careful planning to strategically address the areas of concern. This tool is designed to help guide and inform the assessment, hypothesis building and strategic planning process.

Designed as a rubric, the tool has been reviewed by practitioners and researchers across the country and is still a work in progress. As you use this tool, please feel free to communicate with NCCRESt at [nccrest@cudenver.edu](mailto:nccrest@cudenver.edu) to help us improve this tool for everyone.

The NCCRESt rubric is designed to assist District staff in reviewing institutional policies

and practices in general and special education to identify and address areas in which policies and practices may contribute to disproportionate representation of students from culturally and linguistically diverse background in special education. Using this tool, assessing current practice and determining areas for improvement are designed to produce improved student outcomes for All students. The process of assessing district, school, and classroom practices against the rubric will assist

NCCRESt in developing improvement plans based on the data collected.

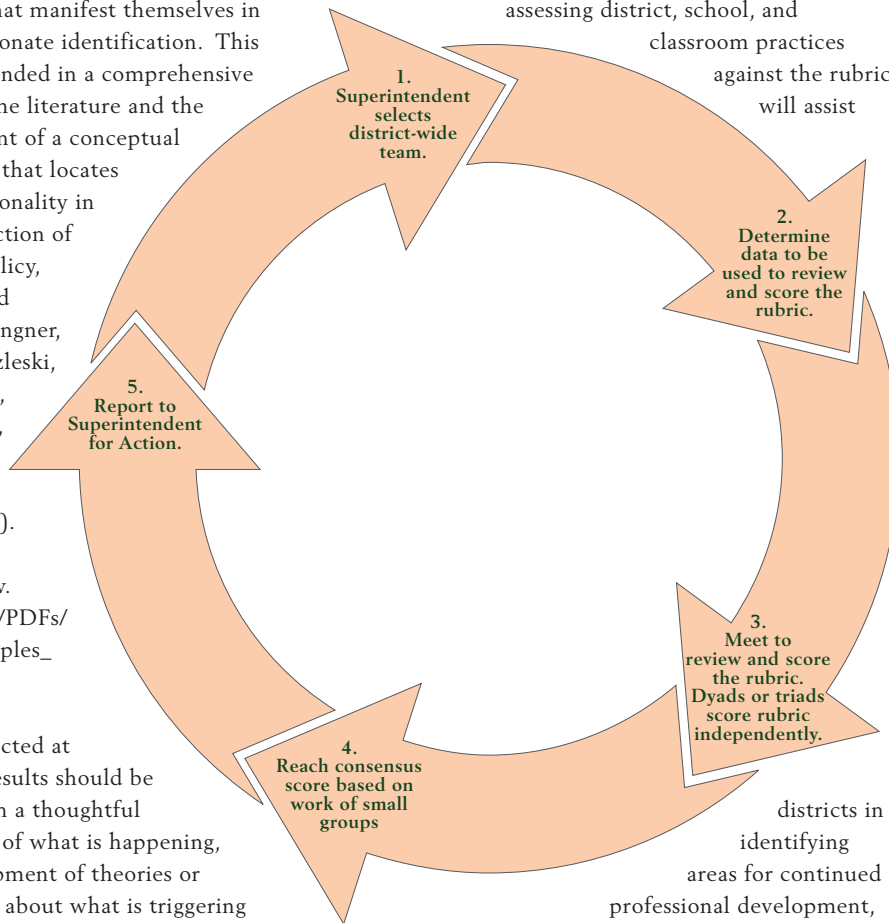
## RECOMMENDED PROCESS

It is advisable that a designated facilitator be given the responsibility of overseeing the implementation of each area selected for improvement, with Standards and a timetable. At an assigned time, a follow-up meeting should be held to determine progress made.

The superintendent should act in a leadership role to facilitate the accurate evaluation of the district and its delivery of services. To make this a collective effort, in the spirit of shared governance, the superintendent, with input from the district staff will ensure that general and special education personnel participate in completing the rubric. In order to obtain multiple perspectives on the effectiveness of the district, a representative panel, including the superintendent, staff from each division, school personnel, and community members should be selected for the assessment team. This does not preclude input from other interested members in the school and the community. Greater involvement from different groups increases not only the accuracy of the assessment but also the vested interest in accomplishing district Standards set as a result of assessing district practices.

Once a cross-district team is assembled from general and special education, the team should meet to determine who will gather what data on what timeline. Once the data are assembled, the team should gather for two to three extended meetings. At the initial data analysis meeting, small groups of two to three people should be organized to examine data against rubric standards. Every element of the rubric should be scored independently by more than one small group (dyad or triad). Small groups meet to reach agreement on scoring of each element reviewed. Where small groups cannot agree, a third dyad should look at the data independently and score the element.

Once all elements are scored, the entire team should be brought to order and the scoring of all elements compiled.



districts in identifying areas for continued professional development, technical assistance to schools so that inappropriate special education referral and identification is minimized and appropriate curriculum and instruction is available for all students within the general education environment. The rubric is also a key tool for gathering information to develop an effective district improvement plan required by the State Education Agency.

The results of the assessment should be used to develop a plan of intervention that will increase the district's effectiveness in the areas identified for improvement. The district may want to enlist support from outside resources such as

At a subsequent meeting, the elements should be reviewed to analyze all areas and look for specific elements to target for comprehensive improvement. A detailed plan including Standards, outcomes, timelines and persons or departments responsible is developed by the team and delivered to the superintendent for further action.

Plans including resources allocated for implementation are submitted to the SEA in advance of each academic year. Progress monitoring should be accomplished at mid and end of year points. Annual review of district data in regards to disproportionality is essential to this process.

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### STANDARD 1: CORE FUNCTIONS

Educational systems are designed to ensure that equitable educational opportunities are available and accessed by all students, including those from diverse cultural, linguistic, or ability backgrounds.

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1. The District conducts a comprehensive needs assessment for the District Improvement Plan that addresses the unique needs of diverse students.
2. The District has a process for evaluating alignment with federal and state requirements in relation to achievement, educational environment, discipline, and school completion issues for diverse students
3. The District has a policy that ensures that monetary, physical and other resources, including qualified personnel, are distributed to schools according to need. This includes ensuring that all schools have comparable physical facilities in terms of safety and optimal learning environments.
4. The District has a process for continuous improvement of student results based on the use of accurate, in-time student outcome data to examine access, participation and success in the standards based curriculum.
5. The District identifies and utilizes multiple approaches to supporting

student engagement and academic success

6. The District utilizes multiple, culturally responsive methods and strategies to reduce risk factors associated with dropping out of school
7. The District engages in in-depth efforts to help teachers and administrators understand the ways in which race, ethnicity, culture, social class, ability and language influence learning, and achievement for all students.

### STANDARD 2: INSTRUCTIONAL SERVICES

Learning environments at all grade levels are designed to support and produce academic achievement for diverse learners.

#### FOCUS AREAS:

8. The District's curriculum is research-based and comprehensive so that it meets the needs of diverse learners.
9. The District ensures that all school personnel understand ways in which communication patterns can influence engagement in learning and achievement for students who are culturally or linguistically diverse.
10. The District ensures that school policies and rules consider cultural and linguistic characteristics of its students.
11. The District identifies and accesses community resources to address the needs of culturally and linguistically diverse students.
12. The District ensures that students who are culturally and linguistically diverse are represented equitably in all programs, including those for gifted and rapidly progressing students.
13. The District provides and requires effective intervention options be used to respond to student learning difficulties, before or in lieu of referral, for special education services.
14. The District provides on-going training and support to ensure that teachers address individual learning needs through differentiated instruction aligned to academic grade-level content.
15. The District provides on-going information and training to educate families about individual learning

needs, grade level standards, achievement, and learning support processes, including special education.

**STANDARD 3: INDIVIDUALIZED EDUCATION** Children with disabilities are ensured access to, participation in, and progress in the general curriculum.

#### FOCUS AREAS:

16. District Procedures for location, referral and identification are transparent, equitable, and multidisciplinary and applied in accordance with federal and state statute.
17. The District regularly reviews referral and eligibility decisions for special education including methods, types of measures and frequency with which identification decisions are made.
18. The District evaluates the progress of students receiving special education services including methods and types of measures as a part of its continuous improvement processes.
19. The District ensures that all students are educated in the Least Restrictive Environment (LRE) beginning with high quality professional learning around LRE for all administrators and practitioners.
20. The District ensures that educational and behavioral interventions are planned and implemented in a culturally appropriate manner.
21. The District promotes collaboration among general and special educators at the prevention and intervention levels.

**STANDARD 4: ACCOUNTABILITY** Student Performance on state and district assessment is analyzed and used to guide instruction and school improvement.

#### FOCUS AREAS:

22. The District ensures that methods and strategies used by staff to help students from diverse, racial, ethnic and cultural backgrounds meet state standards and mandated requirements.
23. The District has methods and strategies to identify and rectify achievement discrepancies.



**STANDARD 1: CORE FUNCTIONS.** Educational systems are designed to ensure that equitable educational opportunities are available and accessed by all students, including those from diverse cultural, linguistic, or ability backgrounds.

FOCUS AREA	BEGINNING	DEVELOPING	AT STANDARD	EVIDENCE
<p><b>ONE</b> The District conducts a comprehensive needs assessment for the District Improvement Plan that addresses the unique needs of diverse students.</p> <p>Describe the process the district uses to conduct the comprehensive needs assessment-Discuss how the needs assessment identifies the cultural, linguistic, or other unique needs of student diversity within the district.</p> <p>Describe how the improvement plan addresses unique needs of particular schools.</p>	<ul style="list-style-type: none"> <li>Needs assessment disaggregates data on student attendance, behavior, suspension, expulsion, academic achievement, identification and placement in special programs such as Title I, Reading First, Bilingual, and Special Education.</li> </ul>	<ul style="list-style-type: none"> <li>In addition to compiling data at the district level, the needs assessment provides data on aspects of student performance disaggregated by school.</li> <li>Needs assessment data is shared with stakeholders from all program areas, levels of the system, communities, and families</li> <li>Needs assessment provides data from families on the quality of support and service provided at the school level.</li> </ul>	<ul style="list-style-type: none"> <li>A cycle for review and evaluation of the needs assessment is identified. Stakeholders from all program areas, levels of the system, communities, and families are involved in the continuous improvement cycle.</li> <li>Evidence of changes in policy and practice as a result of the continuous evaluation cycle is clear.</li> <li>All administrators and teachers are skilled in the analysis and use of accountability and instructional data to improve outcomes for students.</li> </ul>	<p>Copy of needs assessment over the past two years that:</p> <ol style="list-style-type: none"> <li>Identifies areas that impact achieving yearly progress (AYP) or being rated (1) effective or (2) excellent; and</li> <li>Aligns all programs, plans and funding sources;</li> <li>Involves key stakeholders; and</li> <li>Engages planners in continuous evaluation.</li> </ol> <p>Additional Resources: No Child Left Behind</p>
<p><b>TWO</b> The District has a process for evaluating alignment with federal and state requirements in relation to achievement, educational environment, discipline, and school completion issues for diverse students</p> <p><i>Describe</i> the process. How often is this process implemented and how effective has it been in identifying and correcting instances of inequity?(Refer to the <i>Individuals with Disabilities Education Improvement Act [DEIA]</i> of 2004, §§614 and 618, Public Law 108-446, 108th Congress, enacted December 3, 2004 [H.R. 1350] and effective July 1, 2005; 20 U.S.C. 1400 et. seq.).</p>	<ul style="list-style-type: none"> <li>The district completes required compliance checklists, and reports data across these areas disaggregated by race and ethnicity.</li> </ul>	<ul style="list-style-type: none"> <li>District has personnel assigned to review processes and procedures, and to identify areas for intervention.</li> <li>The district maintains data over time to analyze trends in placement, discipline, and graduation, and to show progress and slippage.</li> <li>District reports include a clear and specific Standards for addressing problem areas, and a thoughtful analysis of progress and slippage in meeting those Standards</li> </ul>	<ul style="list-style-type: none"> <li>The district evaluates practices on an annual basis, and provides technical assistance and professional development to identified schools at the earliest onset of a potential problem.</li> <li>The district uses tiered models of providing resources and supports to schools to ensure that schools do not find themselves in situations of non-compliance.</li> </ul>	<ol style="list-style-type: none"> <li>Procedures and process checklists.</li> <li>Inter-rater reliability tools.</li> <li>District Reports compile:               <ol style="list-style-type: none"> <li>Educational placement by setting code (two years);</li> <li>Discipline (all occurrences) by disability category; race/ethnicity; and gender.</li> </ol> </li> <li>Graduation rates.</li> <li>Report card information, as of 1998.</li> </ol>



FOCUS AREA	BEGINNING	DEVELOPING	AT STANDARD	EVIDENCE
<p><b>THREE</b> The District has a policy that ensures that monetary, physical and other resources, including qualified personnel, are distributed to schools according to need. This includes ensuring that all schools have comparable physical facilities in terms of safety and optimal learning environments.</p> <p><i>Describe</i> the district policy for allocation of funds, programs, and resources. How are teachers and administrators assigned to schools? What incentives exist to encourage the best teachers to work in schools with the highest need?</p>	<ul style="list-style-type: none"> <li>The district provides information on resource allocation</li> </ul>	<ul style="list-style-type: none"> <li>The district analyzes information on resource allocation, compared to need, and has identified Standards to ensure that resources are distributed according to need</li> </ul>	<ul style="list-style-type: none"> <li>The district has developed a model of resource allocation, including processes and incentives for attracting the most qualified school personnel to areas of greatest challenge.</li> <li>Families and communities are engaged in efforts to ensure that resources are provided as needed, and that school personnel are qualified.</li> </ul>	<ol style="list-style-type: none"> <li>District and school level budgets</li> <li>Policy for teacher assignments</li> <li>Policy for resource allocation</li> <li>Policy related to incentives</li> </ol>
<p><b>FOUR</b> The District has a process for continuous improvement of student results based on the use of accurate, in-time student outcome data to examine access, participation and success in the standards based curriculum.</p> <p><i>Describe</i> the procedure for determining student progress in the general education curriculum. Describe steps taken when students, including those with disabilities, show no or limited progress in the general education curriculum.</p>	<ul style="list-style-type: none"> <li>The district reports data related to progress of students in the general education curriculum, including AYP by subgroup.</li> </ul>	<ul style="list-style-type: none"> <li>In addition to compiling data at the district level, the district analyzes data on aspects of student access, participation and success at the building level, disaggregated by race/ethnicity, gender, and ability.</li> <li>Data is shared with stakeholders from all program areas, levels of the system, communities, and families.</li> <li>Provides data from families on the quality of support and service provided at the school level.</li> </ul>	<ul style="list-style-type: none"> <li>A cycle for review and evaluation of student results is identified.</li> <li>Stakeholders from all program areas, levels of the system, communities, and families are involved in the continuous improvement cycle.</li> <li>Evidence of changes in policy and practice as a result of the continuous evaluation cycle is clear.</li> </ul>	<ol style="list-style-type: none"> <li>Educational placement by setting code (two years)</li> <li>Performance results on statewide measures disaggregated by race, gender, educational setting and disability setting (classroom observations, benchmark assessments, classroom assessments, classroom work).</li> <li>Procedure for selecting and administering assessments in the language and form most likely to yield accurate information on what the child knows and can do academically, developmentally and functionally.</li> <li>Assessments used to gather relevant functional, developmental, and academic information.</li> </ol>



FOCUS AREA	BEGINNING	DEVELOPING	AT STANDARD	EVIDENCE
<p><b>FIVE</b> The District identifies and utilizes multiple approaches to supporting student engagement and academic success.</p> <p><i>Describe</i> strategies and programs used to support engagement and academic success. How are students, families and communities engaged in conversations about school? Are the needs of diverse students incorporated into understanding of what engagement and success look like?</p>	<ul style="list-style-type: none"> <li>The district provides a list of approaches to engagement.</li> </ul>	<ul style="list-style-type: none"> <li>The district actively seeks input from students, families, and community members about barriers to and needs for engagement and school success.</li> </ul>	<ul style="list-style-type: none"> <li>The district actively involves families, students, and community members in the development of a definition of engagement and success, identification of barriers and needs related to increase engagement and success, develops Standards related to engagement and success, and reviews progress towards these Standards on an annual basis.</li> <li>The district provides ongoing training to school personnel related to efforts to increase engagement and success.</li> </ul>	<p>a) Report efforts of the district to identify local risk factors associated lack of engagement and academic success (reports to the board/community, comities, and principal-led activities.</p> <p>b) student, family, and community input in the form of engagement measures, satisfaction surveys, or other efforts at collecting information from students, families and communities.</p>

## STANDARD 2: INSTRUCTIONAL SERVICES. Learning environments at all grade levels are designed to support and produce academic achievement for diverse learners

FOCUS AREA	BEGINNING	DEVELOPING	AT STANDARD	EVIDENCE
<p><b>SIX</b> The District utilizes multiple, culturally responsive methods and strategies to reduce risk factors associated with dropping out of school.</p> <p><i>Describe</i> methods and strategies used by the district to reduce risk factors associated with dropping out of school, including poor attendance, academic achievement, and behavioral incidents.</p> <p>(Refer to the Individuals with Disabilities Education Improvement Act [DEIA] of 2004, §614, Public Law 108-446, 108th Congress, enacted December 3, 2004 [H.R. 1350] and effective July 1, 2005; 20 U.S.C. 1400 et. seq.).</p>	<ul style="list-style-type: none"> <li>The district examines data on attendance, behavior, achievement and parent involvement.</li> <li>Analysis focuses primarily on connections between student behaviors and circumstances in which students and families.</li> <li>Improvement strategies focus on changes in family and student circumstances and their ability to navigate the system.</li> </ul>	<ul style="list-style-type: none"> <li>District's data analysis and improvement efforts incorporate analysis of institutional barriers and structures to culturally responsive practices.</li> <li>On going professional development is provided to school leaders and personnel related to increasing resiliency and involve families.</li> </ul>	<ul style="list-style-type: none"> <li>The district has a working team made up of school and district personnel, community members, and families that work to identify challenges and devise solutions to these concerns through strength based approaches.</li> <li>IEP strategies reflect an active understanding of the complex factors that influence each student, and provide supports.</li> </ul>	<p>a) Report efforts of the district to identify local risk factors associated with dropping out (reports to the board/community, comities, and principal-led activities.</p> <p>b) Attendance rate (disaggregated) over the past three years (review attendance, discipline, and academic performance for those students who dropped out of school in the past two years.</p>



FOCUS AREA	BEGINNING	DEVELOPING	AT STANDARD	EVIDENCE
<p><b>SEVEN</b> The District engages in in-depth efforts to help teachers and administrators understand the ways in which race, ethnicity, culture, social class, ability and language influence learning, and achievement for all students.</p>	<ul style="list-style-type: none"> <li>The district has provided some training, information, or resources on the influence of culture on learning and achievement.</li> </ul>	<ul style="list-style-type: none"> <li>The district provides training, information, or resources on the influence of culture on learning and achievement, and uses this knowledge base as a tool for analysis of change over time in performance on state/district wide tests.</li> <li>The district collects and analyzes some data on classroom based measures.</li> </ul>	<ul style="list-style-type: none"> <li>The district has developed a forum for on-going conversations with communities, families, students, and school personnel to uncover and understand the varying perspectives and impacts of culture on achievement and learning.</li> <li>Professional development is ongoing and job-embedded, and issues of culture are incorporated into all conversations and decision making processes.</li> </ul>	<ol style="list-style-type: none"> <li>Compliance checklists.</li> <li>Performance of statewide/district-wide assessments (data disaggregated by race, gender and disability category).</li> <li>Classroom-based measures (data disaggregated by race, gender and disability category).</li> <li>Professional development opportunities (e.g. recognizing language and communication differences - - culturally responsive educators addressing diversity).</li> </ol>
<p><b>EIGHT</b> The District's curriculum is aligned with state content standards and benchmarks, as well as research-based and comprehensive so that it meets the needs of diverse learners.</p> <p><i>Describe</i> the process for creating, adopting, and implementing curricula. How are curricula aligned with state content standards? What components of the curriculum accommodate cultural and linguistic issues within the community? How does the curriculum increase the likelihood of improved performance for culturally and linguistically diverse populations?</p> <p>(Refer to the Individuals with Disabilities Education Improvement Act [DEIA] of 2004, §612.a.23, Public Law 108-446, 108th Congress, enacted December 3, 2004 [H.R. 1350] and effective July 1, 2005; 20 U.S.C. 1400 et. seq.).</p>	<ul style="list-style-type: none"> <li>District ensures alignment with state content standards and benchmarks and identifies areas that incorporate diversity.</li> <li>Diversity is reflected in choice of literature, celebration of holidays, and recognition of cultural artifacts such as food, clothing, and music.</li> </ul>	<ul style="list-style-type: none"> <li>The curriculum demonstrates a commitment to teaching content from multiple perspectives, reflecting a diversity of authors from cultural, linguistic, and academically diverse perspectives. Differentiated instruction and variation of learning styles are incorporated into the curriculum.</li> <li>Community and family participate in curriculum development.</li> <li>Professional development reflects a commitment to ongoing development of culturally responsive practices.</li> </ul>	<ul style="list-style-type: none"> <li>A continuous improvement process is in place to review, extend, and diversify curriculum materials and pedagogy.</li> <li>Good to excellent achievement is evident with each and every student, AYP is met at most schools.</li> <li>Personnel demonstrate and understanding of the dominant culture of the school and its alignment with or divergence from the cultures of students and/or their families.</li> </ul>	<ol style="list-style-type: none"> <li>Evidence of a locally developed curriculum (board minutes or board and district policies).</li> <li>Evidence of support for the review, revision and implementation of the curriculum (meetings, staff job descriptions with roles and responsibilities).</li> <li>Evidence of supplemental resources, to accompany the curriculum, that address culturally responsive needs and practices.</li> <li>Evidence of professional development that infuses cultural responsiveness throughout workshops and other forms of development.</li> </ol>

FOCUS AREA	BEGINNING	DEVELOPING	AT STANDARD	EVIDENCE
<p><b>NINE</b> The District ensures that all school personnel understand ways in which communication patterns can influence engagement in learning and achievement for students who are culturally or linguistically diverse.</p> <p><i>Describe</i> district efforts to ensure that school personnel understand and utilize information related to communication patterns? How do school personnel differentiate and accommodate to meet the needs of the culturally or linguistically diverse learners?</p> <p>(Refer to the Individuals with Disabilities Education Improvement Act [DEIA] of 2004, §612, Public Law 108-446, 108th Congress, enacted December 3, 2004 [H.R. 1350] and effective July 1, 2005; 20 U.S.C. 1400 et. seq.).</p>	<ul style="list-style-type: none"> <li>• The district sends home written materials in a language other than English.</li> <li>• Some curricular materials include information about diverse populations.</li> </ul>	<ul style="list-style-type: none"> <li>• The district requires lesson plans to address the needs of culturally and linguistically diverse learners.</li> <li>• The district provides on going professional development and resources for school personnel on communication patterns, based on peer-reviewed research from multiple perspectives such as critical race theory, multicultural education and activity theory.</li> <li>• The district supports the idea of multiple intelligences, and requires that curriculum and lesson plans specifically address the varying learning styles, communication patterns, and needs of diverse learners.</li> </ul>	<ul style="list-style-type: none"> <li>• District has several schools that meet their AYP Standards that provide robust examples of culturally responsive practices for students and families that are reflected in achievement data that demonstrate proficient or at standard academic performance of students who are culturally and linguistically diverse.</li> </ul>	<ol style="list-style-type: none"> <li>Lesson plan format/content.</li> <li>Efforts to address language differences at the school-wide level and the targeted (group) level.</li> <li>Efforts to analyze the language requirements of: (1) Curriculum materials; (2) Classroom-based assessments; and (3) Large-scale assessments.</li> <li>List of professional development made available with follow-up (meeting agenda's, list of participants, etc.)</li> <li>Topics: Differentiated Instruction and Communication Strategies</li> </ol>
<p><b>TEN</b> The District ensures that school policies and rules consider cultural and linguistic characteristics of its students.</p> <p><i>Describe</i> how the district involves students, families, and communities in the development of rules. How are these rules articulated to ensure they are understood and embedded in student social and behavioral repertoire?</p> <p>(Refer to the Individuals with Disabilities Education Improvement Act [DEIA] of 2004, §614, Public Law 108-446, 108th Congress, enacted December 3, 2004 [H.R. 1350] and effective July 1, 2005; 20 U.S.C. 1400 et. seq.).</p>	<ul style="list-style-type: none"> <li>• District and school discipline policies reflect a majority cultural perspective.</li> <li>• Disciplinary data are disaggregated by race/ethnicity, gender, disability, and educational environment.</li> </ul>	<ul style="list-style-type: none"> <li>• District has developed social and behavioral policies in collaboration with community, family and student stakeholders.</li> <li>• Policies are explicitly taught to staff and students.</li> <li>• District policies are explicitly communicated to families in understandable language and formats.</li> <li>• District analyzes and evaluates disciplinary data, attending to trends and patterns across race/ethnicity, gender, disability, and educational environment.</li> </ul>	<ul style="list-style-type: none"> <li>• The district supports and provides training on effective implementation of strength based behavioral plans that are supported across the school community.</li> <li>• Community members, families, and students are active participants in determining school rules.</li> <li>• Professional development and resources are provided to schools to assist them in explicitly stating and teaching behavioral expectations.</li> </ul>	<ol style="list-style-type: none"> <li>Building/district rules.</li> <li>Structure for reviewing/revising rules.</li> <li>Analysis of infractions disaggregated by disability, race and gender.</li> <li>Analysis of discipline data by point of referral, place of occurrence, categories of people who identify discipline problems.</li> <li>Process for disseminating and teaching rules.</li> </ol>



FOCUS AREA	BEGINNING	DEVELOPING	AT STANDARD	EVIDENCE
<p><b>ELEVEN</b> The District identifies and accesses community resources to address the needs of culturally and linguistically diverse students.</p> <p><i>Describe</i> how the district identifies and accesses community resources. How does the district identify and rectify gaps in available resources? What resources are available, which resources have been utilized by the team, and how have they been utilized?</p> <p>(Refer to the Individuals with Disabilities Education Improvement Act [DEIA] of 2004, §612.12, Public Law 108-446, 108th Congress, enacted December 3, 2004 [H.R. 1350] and effective July 1, 2005; 20 U.S.C. 1400 et. seq.).</p>	<ul style="list-style-type: none"> <li>The district compiles and disseminates lists of internal and community resources annually.</li> </ul>	<ul style="list-style-type: none"> <li>The district analyzes the quantity and quality of school/ community connections annually.</li> <li>These analyses result in strategic Standards to increase school/ community partnerships for improving student outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>The district's comprehensive, annual, resource guide, provided to each school is collaboratively constructed with community and family stakeholders.</li> <li>The district rewards active, positive partnerships with local community groups, youth service organizations, businesses, law enforcement, and advocacy groups.</li> <li>A system for documenting the use of community resources is in place to identify gaps in services and access issues.</li> </ul>	<p>a) List of community resources with frequency of contact during the past year.</p> <p>b) Process for generating the list of community resources, revising the list and disseminating the list to district staff.</p>
<p><b>TWELVE</b> The District ensures that students who are culturally and linguistically diverse are represented equitably in all programs, including those for gifted and rapidly progressing students.</p> <p><i>Describe</i> the range of programs available in the district. Are there programs in which culturally and linguistically diverse students are over- or underrepresented? If so, what steps are taken to reduce/eliminate obstacles to ensure balanced representations in programs?</p> <p>(Refer to the Individuals with Disabilities Education Improvement Act [DEIA] of 2004, §613.2 D., Public Law 108-446, 108th Congress, enacted December 3, 2004 [H.R. 1350] and effective July 1, 2005; 20 U.S.C. 1400 et. seq.).</p>	<ul style="list-style-type: none"> <li>The district provides a list of programs, with data about participation disaggregated by race/ ethnicity, gender, and disability.</li> <li>Staffing levels and qualifications are reported.</li> </ul>	<ul style="list-style-type: none"> <li>The district analyzes the program participation data by race/ethnicity, gender, and disability, and identifies areas of discrepancy in program participation, recruitment, location, and admission.</li> <li>The district describes the process used for each program to identify, recruit, and select program participants.</li> </ul>	<ul style="list-style-type: none"> <li>The district provides a comprehensive list of all in and out of school programs and activities available to student, with enrollment information disaggregated by race/ ethnicity, gender, and disability.</li> <li>Disparities in participation are noted and plans are established and implemented to ensure increased diversity in participation.</li> <li>Communities, families, and students are involved in identifying program needs, and in encouraging participation.</li> </ul>	<p>a) Identify program options and participation/ enrollment rate within the district (include co-curricular and extracurricular).</p> <p>b) Disaggregate participation by race, gender and disability category.</p> <p>c) Report the level of staffing and the qualifications of the staff.</p>



FOCUS AREA	BEGINNING	DEVELOPING	AT STANDARD	EVIDENCE
<p><b>THIRTEEN</b> The District provides and requires effective intervention options be used to respond to student learning difficulties, before or in lieu of referral, for special education services.</p> <p><i>Describe</i> what types of intervention options are available within the district to respond to learning difficulties, before or in lieu of referral, for special education services.</p> <p><i>Describe</i> the types of intervention that the district can use to reduce the likelihood that students will experience learning difficulties. What evidence is available to indicate these intervention options have been effective? How does the district ensure that academic and behavioral interventions are planned and implemented in ways that are culturally and linguistically responsive?</p> <p>(Refer to the Individuals with Disabilities Education Improvement Act [DEIA] of 2004, §613.4 (f), Public Law 108-446, 108th Congress, enacted December 3, 2004 [H.R. 1350] and effective July 1, 2005; 20 U.S.C. 1400 et. seq.).</p>	<ul style="list-style-type: none"> <li>The district provides a list of recommended interventions, with some methods for collecting data about the effectiveness of the interventions.</li> </ul>	<ul style="list-style-type: none"> <li>The district provides a list of intervention options, and instructions as to how to evidence effectiveness</li> <li>The district analyzes evidence of effectiveness of interventions, and frequency and duration of interventions for issues of equity. Staff of general education provides written documentation of the interventions and their effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>The district has developed a comprehensive resource listing intervention options across levels of interventions, utilizing family and community input in the development of these intervention options. <ul style="list-style-type: none"> <li>Ongoing professional development and support are offered to school staff to maximize the utilization and effectiveness of the interventions.</li> <li>Data is collected and analyzed related to the impact of interventions.</li> </ul> </li> </ul>	<p>a) List the intervention options utilized at each level: (1) School wide (primary); (2) Targeted (secondary); and (3) Intensive (tertiary).</p> <p>b) Provide evidence of the impact of the interventions on academic/behavioral performances (improved results for those participating in the intervention).</p>
<p><b>FOURTEEN</b> The District provides on-going training and support to ensure that teachers address individual learning needs through differentiated instruction aligned to academic grade-level content.</p> <p><i>Describe</i> the professional development and support provided by the district. How have these efforts increased access to the general curriculum for all students?</p> <p>(Refer to the Individuals with Disabilities Education Improvement Act [DEIA] of 2004, §§613.3 and 612 (a)(14) and §2122 of Elementary and Secondary Education Act, 1965, Public Law 108-446, 108th Congress, enacted December 3, 2004 [H.R. 1350] and effective July 1, 2005; 20 U.S.C. 1400 et. seq.).</p>	<ul style="list-style-type: none"> <li>The district provides a list on one-time trainings for teachers in areas of differentiation, instruction, and grade-level content. The district provides LRE data, accommodations data, and performance data.</li> </ul>	<ul style="list-style-type: none"> <li>The district conducts trainings, and analyzes data related to LRE, accommodations, and performance.</li> <li>The analysis is used to determine further training needs.</li> </ul>	<ul style="list-style-type: none"> <li>The district provides on-going, supported professional development and coaching for teachers, and provides resources for in-classroom supports to ensure implementation of differentiated instruction and alignment with grade level content. <ul style="list-style-type: none"> <li>Data analysis shows improvements in LRE, accommodation, and performance data for students with disabilities.</li> </ul> </li> </ul>	<p>a) Curriculum Mapping.</p> <p>b) Assessment Mapping.</p> <p>c) LRE data analysis over the past three years (where are the students with disabilities receiving services)?</p> <p>d) Accommodations provided to students (identified on the IEP).</p> <p>e) Performance rate - - compared to educational setting.</p>



FOCUS AREA	BEGINNING	DEVELOPING	AT STANDARD	EVIDENCE
<p><b>FIFTEEN</b> The District provides on-going information and training to educate families about individual learning needs, grade level standards, achievement, and learning support processes, including special education.</p> <p><i>Describe</i> how the districts provide information to families, how outreach is provided to ensure families have access to and involvement in the development of information and training resources. Provide evidence that the district solicits and values input from all families.</p>	<ul style="list-style-type: none"> <li>The district provides print materials that include information about individual learning needs, grade level standards, achievement, and the referral process for families.</li> </ul>	<ul style="list-style-type: none"> <li>The district has a process in place to ensure that every building and service provider has access to informational brochures that can be distributed to families regarding individual learning needs, grade level standards, achievement, and the referral process.</li> </ul>	<ul style="list-style-type: none"> <li>The district offers a regular schedule of information sessions, web information, and print materials in more than one language to ensure that families have multiple access points for information about individual learning needs, grade level standards, achievement, and the referral process.</li> </ul>	<p>a) The district provides print materials that include information about individual learning needs, grade level standards, achievement, and the referral process for families.</p>

### STANDARD 3: INDIVIDUALIZED EDUCATION: Children with disabilities are ensured access to, participation in, and progress in the general curriculum.

FOCUS AREA	BEGINNING	DEVELOPING	AT STANDARD	EVIDENCE
<p><b>SIXTEEN</b> District Procedures for location, referral and identification are transparent, equitable, and multidisciplinary.</p> <p><i>Describe</i> the procedures that the district has in place for locating, referring and identifying students ages 3 through 21.</p>	<ul style="list-style-type: none"> <li>The district has written procedures in place for the location, referral and identification of students ages 3 through 21 who may be disabled.</li> </ul>	<ul style="list-style-type: none"> <li>The district has written procedures in place for the location, referral and identification of students ages 3 through 21 who may be disabled.</li> </ul>	<ul style="list-style-type: none"> <li>The district has written procedures in place for the location, referral and identification of students ages 3 through 21 who may be disabled.</li> </ul>	<p>a) Evidence required (classroom observations, benchmark assessments, classroom assessments, classroom work).</p> <p>b) Procedure for selecting and administering assessments in the language and form most likely to yield accurate information on what the child knows and can do academically, developmentally and functionally.</p> <p>c) Assessments used to gather relevant:            (1) Functional information____;            (2) Developmental information____;            and            (3) Academic information_____.</p>



FOCUS AREA	BEGINNING	DEVELOPING	AT STANDARD	EVIDENCE
<p><b>SEVENTEEN</b> The district regularly reviews referral and eligibility decisions for special education including methods, types of measures and frequency with which identification decisions are made.</p> <p><i>Describe</i> the methods, types of measures and frequency with which the district reviews referral and eligibility for special education. Describe the types of tests and instruments used to conduct individual assessments when a student is referred for special education. How are these instruments chosen, and what does the district do to minimize bias for culturally and linguistically diverse students?</p>	<ul style="list-style-type: none"> <li>The district identifies measures used to collect and record data on student referral and eligibility disaggregated by disability, race/ethnicity, and gender. The district provides a list of tests used, with some explanation for the choices made.</li> </ul>	<ul style="list-style-type: none"> <li>The district samples school data, disaggregated by race/ethnicity and gender on at least an annual basis to ensure that schools are using appropriate procedures to refer and determine eligibility for special education.</li> <li>The district provides a detailed explanation of the tests uses, the reasons for the selection of particular tests, and evidence that the tests are developed to minimize bias for culturally and linguistically diverse students.</li> </ul>	<ul style="list-style-type: none"> <li>The District provides technical assistance and professional development to schools that appear to be over-referring and/or inappropriately identifying students to special education.</li> <li>The district has developed a comprehensive testing process requiring multiple measures, including formal testing, observation, and family/teacher input.</li> <li>The district provides ongoing training and support in the appropriate usage of the tests, and ensures availability of qualified testers for students who speak a language other than English.</li> </ul>	<ol style="list-style-type: none"> <li>Data about number of referrals, identifications, reviews</li> <li>Process for reviewing eligibility determinations</li> <li>Procedure for selecting and administering assessments in the language and form most likely to yield accurate information on what the child knows and can do academically, developmentally and functionally.</li> <li>Procedure for selecting and administering assessments in the language and form most likely to yield accurate information on what the child knows and can do academically, developmentally and functionally.</li> <li>Assessments used to gather relevant: Functional, developmental, and academic information.</li> </ol>
<p><b>EIGHTEEN</b> The district evaluates the progress of students receiving special education services including methods and types of measures as a part of its continuous improvement processes.</p> <p><i>Describe</i> the methods and types of measures the district uses to evaluate the progress of students receiving special education services (e.g. at the Individualized Education Program (IEP) level, academic content standards). How are the results used to improve instruction and services?</p> <p>(Refer to the Individuals with Disabilities Education Improvement Act [DEIA] of 2004, §614.2, Public Law 108-446, 108th Congress, enacted December 3, 2004 [H.R. 1350] and effective July 1, 2005; 20 U.S.C. 1400 et. seq.).</p>	<ul style="list-style-type: none"> <li>The district identifies measures used to collect and record data on student progress, and reports achievement data, retention data, and IEP Standards disaggregated by disability, race/ethnicity, and gender, and reports.</li> </ul>	<ul style="list-style-type: none"> <li>The district aggregates individual special education student record data annually to monitor performance on statewide assessments, retention, and progress towards IEP Standards.</li> <li>Results of this analysis are used to drive decision making regarding curriculum and instruction, programs and services, and IEP review.</li> <li>The district provides a detailed explanation of methods and measures used, a menu of possible actions based on results, and explanations of the development and implementation of the actions.</li> </ul>	<ul style="list-style-type: none"> <li>The district examines special education data across programs, services and categories and student results to set improvement Standards.</li> <li>Learning Standards and standards address the whole person and support post-graduation success. Efforts are made to exceed student achievement expectations.</li> <li>Professional development is embedded in the daily life of the school and supports ongoing improvement of practice tied to the targeted learning Standards and standards of both students and adults.</li> <li>The district reviews methods and measures, results, and development of actions to correct areas of concerns on an annual basis, includes families, communities, and other stakeholders in the evaluation of the results and actions, and makes necessary adjustments to correct course.</li> </ul>	<ol style="list-style-type: none"> <li>Performance of students with disabilities on statewide assessments by: (1) disability category; (2) race/ethnicity; and (3) gender.</li> <li>Grade retention for students with disabilities.</li> <li>Data collection related to the percent of students who meet IEP Standards within one academic year.</li> <li>Review IEP Standards.</li> <li>Progress reports.</li> <li>Curriculum-based assessments.</li> <li>Benchmarks.</li> <li>Short-cycle assessments.</li> <li>District procedures for analyzing assessments</li> <li>District supports for interpreting assessments</li> </ol>



FOCUS AREA	BEGINNING	DEVELOPING	AT STANDARD	EVIDENCE
<p><b>NINETEEN</b> The district ensures that all students are educated in the Least Restrictive Environment (LRE)</p> <p><i>Describe</i> the method the district uses to analyze Least Restrictive Environment (LRE) data for each school. What trends and patterns can be observed when disaggregated by ethnicity/race?</p> <p>(Refer to the Individuals with Disabilities Education Improvement Act [DEIA] of 2004, §§612.5 and 614, Public Law 108-446, 108th Congress, enacted December 3, 2004 [H.R. 1350] and effective July 1, 2005; 20 U.S.C. 1400 et. seq.).</p>	<ul style="list-style-type: none"> <li>Data are reported regarding LRE, and is disaggregated by disability, gender, and race/ethnicity.</li> </ul>	<ul style="list-style-type: none"> <li>An annual analysis of trends, patterns, and progress or slippage is reported.</li> </ul>	<ul style="list-style-type: none"> <li>On going technical assistance and training for inclusive practices is in place. Student support teams actively work to ensure access to the general curriculum. Schools have adequate resources and training for collaborative planning and co-teaching.</li> <li>Differentiation of instruction is the norm.</li> </ul>	<ol style="list-style-type: none"> <li>Compliance checklists.</li> <li>Inter-rater reliability tools.</li> <li>EMIS reports:               <ol style="list-style-type: none"> <li>Educational placement by setting code (two years);</li> <li>Discipline (all occurrences) by:                   <ol style="list-style-type: none"> <li>disability category;</li> <li>race/ethnicity; and</li> <li>gender.</li> </ol> </li> <li>Graduation rates.</li> <li>Report card information, as of 1998.</li> </ol> </li> </ol>
<p><b>TWENTY</b> The district ensures that educational and behavioral interventions are planned and implemented in a culturally appropriate manner</p> <p><i>Describe</i> the methods and strategies used by the district to ensure that educational and behavioral interventions are planned and implemented in a culturally appropriate manner.</p> <p>(Refer to the Individuals with Disabilities Education Improvement Act [DEIA] of 2004, §612.15, Public Law 108-446, 108th Congress, enacted December 3, 2004 [H.R. 1350] and effective July 1, 2005; 20 U.S.C. 1400 et. seq.).</p>	<ul style="list-style-type: none"> <li>The district includes information about both educational and behavioral interventions in IEPs, and reports data disaggregated by race/ethnicity, gender, and disability</li> </ul>	<ul style="list-style-type: none"> <li>The district analyzes intervention data to identify number of referrals initiated by behavioral concerns, and examines the disaggregated data by race/ethnicity, gender, and disability.</li> <li>The district requires evidence of pre-referral behavioral interventions.</li> </ul>	<ul style="list-style-type: none"> <li>District provides ongoing training and support to school personnel regarding the impact of culture on learning and behavior.</li> <li>Families and communities are involved in the development of understanding of these influences.</li> <li>Behavior interventions and plans reflect this knowledge.</li> </ul>	<ol style="list-style-type: none"> <li>Functional behavior assessments completed over the last two years.</li> <li>Number of current IEPs that contain behavior plans.</li> <li>Number of current IEPs that contain behavior Standards.</li> <li>Disaggregate the above data by race, gender and disability.</li> <li>Analyze intervention data for all students (percent that are initiated due to behavioral concerns).</li> </ol>



FOCUS AREA	BEGINNING	DEVELOPING	AT STANDARD	EVIDENCE
<p><b>TWENTY-ONE</b> The district promotes collaboration among general and special educators at the prevention and intervention levels</p> <p><i>Describe</i> opportunities to collaborate that exist within the district. How does the district promote collaboration among general and special educators at the prevention and intervention levels?</p> <p>(Refer to the Individuals with Disabilities Education Improvement Act [DEIA] of 2004, §§612.14 and 613.3 A. and B., Public Law 108-446, 108th Congress, enacted December 3, 2004 [H.R. 1350] and effective July 1, 2005; 20 U.S.C. 1400 et. seq.).</p>	<ul style="list-style-type: none"> <li>All departments function independently, with minimal involvement across departments on planning and work teams.</li> </ul>	<ul style="list-style-type: none"> <li>Collaboration between general and special education is encouraged and supported at the district and school levels. Training is provided in collaboration and co-teaching.</li> </ul>	<ul style="list-style-type: none"> <li>All working and planning teams at the district level include representation across departments.</li> <li>All schools allocate time for special education and regular education collaboration on a routine basis.</li> <li>Student support teams include multiple members of the general education personnel. General educators take responsibility for prevention and early intervention.</li> <li>A variety of tools and resources are available for general educators to provide early intervening services.</li> <li>Schools are structured in a way that allows for close collaboration between general and special educators, so that most accommodations are provided in the general education classrooms, and special educators are used as a resource by general educators.</li> </ul>	<ul style="list-style-type: none"> <li>Inservice day (agendas with content, planned follow-up activities).</li> <li>Structure of the intervention team in each school.</li> <li>Process for reporting student progress for those students receiving services in both a general education setting and special education setting.</li> <li>Building schedules (highlighting collaborative planning opportunities).</li> </ul>

#### **STANDARD 4: ACCOUNTABILITY: Student Performance on state and district assessment is analyzed and used to guide instruction and school improvement.**

FOCUS AREA	BEGINNING	DEVELOPING	AT STANDARD	EVIDENCE
<p><b>TWENTY-TWO</b> The District has methods and strategies to identify and rectify achievement discrepancies</p> <p><i>Describe</i> the methods and strategies used by the district to identify achievement discrepancies. What discrepancies exist on statewide and district-wide assessments? How does the district address the discrepancies?</p> <p>(Refer to the Individuals with Disabilities Education Improvement Act [DEIA] of 2004, §§612.15 B. and 612.16, Public Law 108-446, 108th Congress, enacted December 3, 2004 [H.R. 1350] and effective July 1, 2005; 20 U.S.C. 1400 et. seq.).</p>	<ul style="list-style-type: none"> <li>State and district achievement data is reported, and is disaggregated by race/ethnicity, gender, disability.</li> </ul>	<ul style="list-style-type: none"> <li>The district analyzes the data from state and district achievement tests, and actively identifies discrepancies and plans for addressing discrepancies.</li> <li>Schools have access to data collection methods and data analysis tools.</li> <li>School level data is available to schools in so that they can respond in timely and effective improvements.</li> <li>Special education data on racial disparities and other factors regarded as a shared resource and used by regular and special educators.</li> </ul>	<ul style="list-style-type: none"> <li>The district examines data that are comprehensive in scope and identifies discrepancies between state and district measures.</li> <li>Explanation for discrepancies are given, and used to modify or adjust curriculum, instruction, and assessment.</li> <li>Efforts are made to exceed student achievement expectations.</li> <li>Professional development is embedded in the daily life of the school and supports ongoing improvement of practice tied to the targeted learning Standards and standards of both students and adults.</li> </ul>	<ul style="list-style-type: none"> <li>Performance results on statewide measures disaggregated by race, gender, educational setting and disability setting.</li> <li>List of district wide assessments given in the district (include the percent of participation of students with disabilities on these measures).</li> <li>Disaggregate performance on district wide measures by race, gender, educational setting and disability category.</li> </ul>



FOCUS AREA	BEGINNING	DEVELOPING	AT STANDARD	EVIDENCE
<p><b>TWENTY-THREE</b> The District ensures that methods and strategies used by staff to help students from diverse, racial, ethnic and cultural backgrounds meet state standards and mandated requirements</p> <p><i>Describe</i> methods and strategies used by staff to help students from diverse, racial, ethnic and cultural backgrounds meet state standards and mandated requirements (e.g., No Child Left Behind). What evidence is available to indicate that these methods and strategies have been effective?</p> <p>(Refer to the Individuals with Disabilities Education Improvement Act [DEIA] of 2004, §612.2, Public Law 108-446, 108th Congress, enacted December 3, 2004 [H.R. 1350] and effective July 1, 2005; 20 U.S.C. 1400 et. seq.).</p>	<ul style="list-style-type: none"> <li>District reports strategies that do not actively focus on the needs of culturally and linguistically diverse learners.</li> </ul>	<ul style="list-style-type: none"> <li>The district recognizes the need to focus on the needs of culturally and linguistically diverse learners, and is developing resources and beginning conversations with community stakeholders about how to track and analyze student needs, learning approaches, and achievement trends.</li> </ul>	<ul style="list-style-type: none"> <li>Practitioners' teaching designs and activities are differentiated, and include multiple measures of student performance based on both individual and collaborative processes.</li> <li>School personnel are provided with ongoing professional development that supports their knowledge of cultural differences.</li> <li>Community, family, and student input is used to deepen practitioners understanding of student needs. A continuum of learning is evident and no student fails to achieve.</li> </ul>	<ol style="list-style-type: none"> <li>Intervention strategies for all students.</li> <li>Targeted strategies.</li> <li>Documented evaluations of the effectiveness of the intervention impacting the performance of students.</li> </ol>

## ADDITIONAL RESOURCES

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- Literacy Matters • <http://www.literacymatters.org/pdonline/courses.htm>
- Multilingual Health Information Booklets • <http://www.mcedservices.com//qothe.html>
- Multicultural Pavillon • <http://www.edchange.org/multicultural>
- National Association for Bilingual Education (NABE) • <http://www.nabe.org/>
- National Association for the Education and Advancement of Cambodian, Laotian, and Vietnamese Americans (NAFEA) • <http://www.searac.org/nafea.html>
- National Center for Culturally Responsive Educational Systems (NCCRESt) • [www.nccrest.org](http://www.nccrest.org)
- National Center for Personnel Preparation in Special Education at Minority Institutions of Higher Education (Monarch Center) • [www.monarchcenter.org](http://www.monarchcenter.org)
- National Center for Special Education Accountability Monitoring (NCSEAM) • [www.monitoringcenter.lsuhs.edu](http://www.monitoringcenter.lsuhs.edu)
- National Dropout Prevention Center for Students with Disabilities • [www.dropoutprevention.org](http://www.dropoutprevention.org)
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- National Association of State Directors of Special Education • <http://www.nasdse.org/>
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