

SIGNIFICANT DISPROPORTIONALITY: IDENTIFICATION

Self-Assessment & Review of Policies, Practices, & Procedures



IDAHO STATE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION | PROGRAM MONITORING

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TABLE OF CONTENTS

Introduction.....	3
Rationale for State-Based Implementation.....	4
Implementation Stages Overview	4
Figure 1: Implementation Stages Infographic.....	5
Self-Assessment & Review of Policies, Practices, & Procedures for Identification in Specific Disability Categories.....	6
Table 1: LEA Information	6
Table 2: Self-Assessment Tool	7
Signatures.....	11
Contact Information	12

INTRODUCTION

The Individuals with Disabilities Education Improvement Act of 2004 (IDEA) 20 U.S.C. 1418(d) and 34 CFR § 300.646, requires states to collect and examine data on an annual basis to determine whether *Significant Disproportionality* is based on race and ethnicity with respect to **identification** in specific disability categories. The State Department of Education (SDE) must provide for the review and, if appropriate, revision of the policies, practices, and procedures used in the identification of children with disabilities to ensure policies, practices, and procedures comply with the IDEA. Local education agencies (LEAs) identified as having Significant Disproportionality for **identification** in specific disability categories are required to review and determine if their policies, practices, and procedures are consistent with the requirements of the IDEA.

Calculation of Significant Disproportionality by race and ethnicity for **identification** in specific disability categories uses data from Idaho's federally reported Child Count and Membership and focuses on the following disability categories:

- Specific Learning Disability
- Intellectual Disability
- Speech/Language Impairment
- Emotional Behavioral Disorder
- Other Health Impairment
- Autism

An LEA with a risk ratio greater than or equal to three for three consecutive years in the same race/ethnicity category and disability category is required to review policies, practices, and procedures. In addition, the LEA is required to reserve 15% of the funds it receives under Part B of IDEA to provide for *Comprehensive Coordinated Early Intervening Services (CCEIS)* to address contributing factors that lead to Significantly Disproportionate identification.

LEAs identified with Significant Disproportionality will use the *Self-Assessment* tool provided by the SDE to review internal policies, practices, and procedures. The *Self-Assessment* will take place with an LEA team once the SDE and Special Education Support and Technical Assistance (SESTA) have completed an *Information Gathering* meeting with the LEA. The SDE and SESTA representatives will be available on an as-needed basis for follow-up and assistance in completion of the *Self-Assessment*.

The questions in the *Self-Assessment* document will help identify processes, practices, and procedures at the systems level. The *Self-Assessment* is designed to determine if the district is meeting the following regulatory provisions of IDEA:

- Evaluation procedures (34 CFR. §300.304 and §300.310).
- Development, review, and revision of IEP (34 CFR §300.114-300.117 and §300.321)

- Responsibility of LEA and other public agencies (34 CFR §300.500)
- Opportunity to examine records, parent participation in (34 CFR §300.501)
- Authority of school personnel (34 CFR §300.530)
- Determination of setting (34 CFR §300.531)
- IEP Team (34 C.F.R. 300.321)

To complete this *Self-Assessment*, the LEA will need to gather information about systems that impact student identification decisions. **All aspects of the following questions must be answered.** For each response, include applicable references to the LEA's policies and procedures manual as evidence of the LEA's current implementation stages.

The *Self-Assessment* uses part of the *IDEAs that Work, Overview of the Stages of Implementation*. For target areas determined to be in stages 1 or 2, it is strongly encouraged that specific improvement activities be included to address the target area. If appropriate, activities should be planned for individual schools, as well as LEA-wide activities.

Once the *Information Gathering* meeting has taken place and the LEA has completed the *Self-Assessment*, the LEA is required to submit the *Self-Assessment*, along with any artifacts, to the Special Populations Coordinator at the SDE no later than **December 1**. The LEA will be contacted if additional information is needed after the *Self-Assessment* is submitted and reviewed.

Rationale for State-Based Implementation

Starting with an awareness that implementation occurs in stages allows for intentional planning for the change process. When we pay attention to Implementation Stages we can:

- Match our activities to that stage and increase the likelihood of moving successfully through the stage and on to the next stage,
- Prepare for the activities and challenges that we will face in the next stage, and
- Increase the likelihood of sustained implementation of evidence-based practices.

Implementation Stages Overview

Implementation Stages address the key component of **HOW** the work unfolds and serve as a guide for the steps that implementation teams need to take over time. Listed below are the four Implementation Stages.

1. **Exploration:** The Exploration stage takes place well before a new program or practice is put in place. The overall goal of this stage is to consider the extent to which a potential innovation or approach meets the needs of the community, and whether implementation is feasible.
2. **Installation:** New programs or practices are not yet being delivered during the Installation Stage. Rather, this is when needed organizational and personal competencies are established to

ensure the successful implementation of the selected innovation. Activities during the Installation Stage create the infrastructure and make the instrumental changes necessary.

3. **Initial Implementation:** During the Initial Implementation Stage, the new practice is first put into place and made available to consumers. The key focus of this stage is on continuous improvement. This is the most fragile stage where the awkwardness associated with trying new things and the difficulties associated with changing old ways of work are strong motivations for giving up and going back to comfortable routines (business as usual).
4. **Full Implementation:** Full implementation of an innovation occurs once the new learning becomes integrated into practitioner, organizational, and community practices, policies, and procedures. Over time, the innovation becomes the new normal. During Full Implementation vigilance over site practices and data reviews continue as more staff members participate, turnover occurs, and improvement cycles continue.

Figure 1 displays an infographic describing the activities associated with each of the four Implementation States.

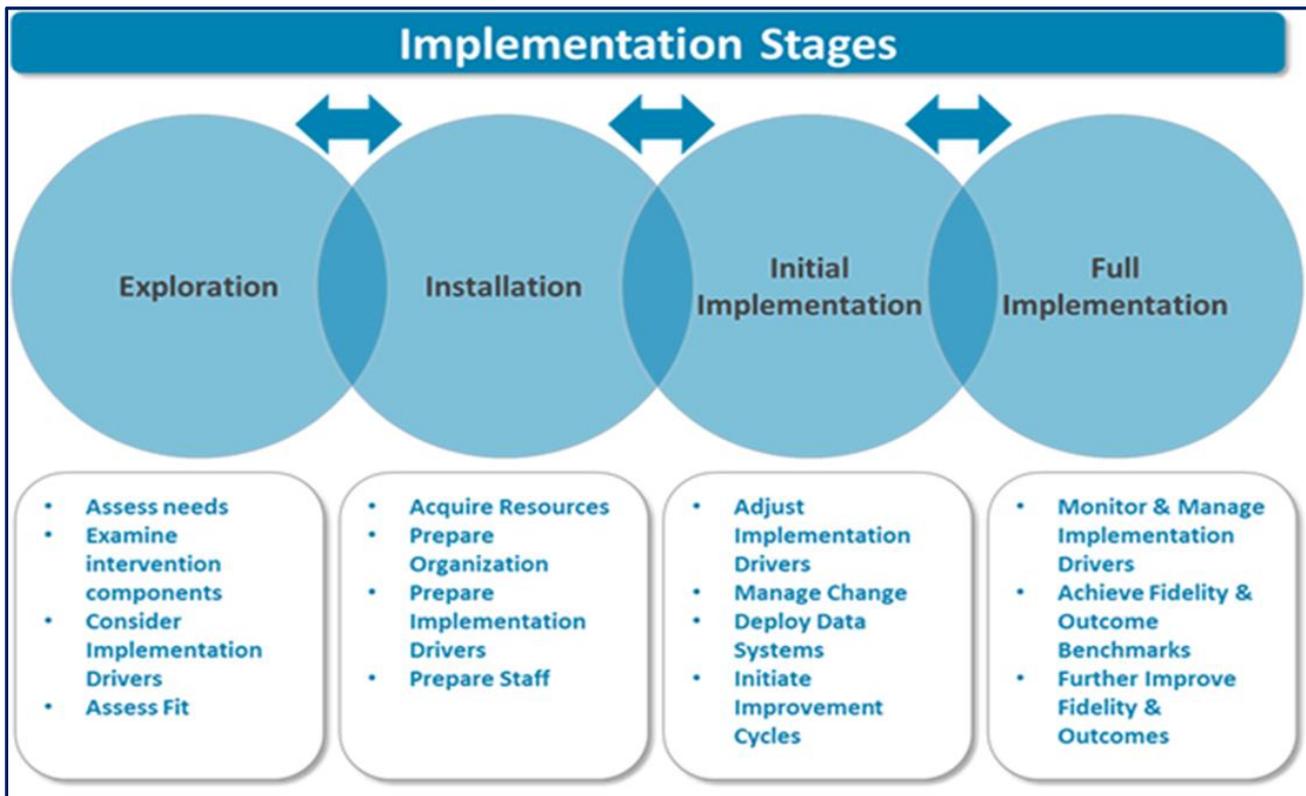


Figure 1: Implementation Stages Infographic

SELF-ASSESSMENT & REVIEW OF POLICIES, PRACTICES, & PROCEDURES FOR IDENTIFICATION IN SPECIFIC DISABILITY CATEGORIES

Review policies, practices, and procedures related to **identification** of students with disabilities with emphasis on identification in the disability categories of specific learning disability, intellectual disability, speech/language impairment, emotional behavioral disorder, other health impairment, or autism. Discuss the resources and services used to ensure appropriate identification of students with disabilities.

There are three steps for completing the LEA’s self-assessment and review of policies, practices, and procedures for identification in specific disability categories.

1. Complete all information in [Table 1: LEA Information](#)
2. Identify the LEA’s current stage of implementation based on the information included in [Figure 1: Implementation Stages infographic](#) by using the checkboxes in the right-hand column of [Table 2: Self-Assessment Tool](#).
3. Provide evidence that describes the policies, practices, and procedures that demonstrate the LEA’s current stage of implementation. For stages 1 or 2, specific improvement activities must be included to address target area. If appropriate, activities should be planned for individual schools as well as LEA-wide activities.

Table 1: LEA Information

District Name: Click or tap here to enter text.	
Significant Disproportionality Identified: Click or tap here to enter text.	
Child Count: Click or tap here to enter text.	LEA Total Enrollment: Click or tap here to enter text.
Schools Impacted: Click or tap here to enter text.	
Significant changes to LEA demographic impacting representation: Click or tap here to enter text.	

Table 2: Self-Assessment Tool

Target Area	Target Description	Current Stage of Implementation
1.	The LEA has reviewed its written procedures for location, referral, and identification to ensure no factors in the procedures contribute to disproportionate representation in specific disability categories.	<input type="checkbox"/> 1. Exploration Stage <input type="checkbox"/> 2. Installation Stage <input type="checkbox"/> 3. Initial Implementation <input type="checkbox"/> 4. Full implementation
<p>Evidence: Provide evidence that describes the policies, practices, and procedures that demonstrate the LEA’s current stage of implementation. For stages 1 or 2, specific improvement activities must be included to address target area. If appropriate, activities should be planned for individual schools as well as LEA-wide activities.</p> <p>Click or tap here to enter text.</p>		
2.	Professional development takes place regarding location, referral, and identification. Consider the following: <ul style="list-style-type: none"> Does the training cover issues of disproportionate representation? 	<input type="checkbox"/> 1. Exploration Stage <input type="checkbox"/> 2. Installation Stage <input type="checkbox"/> 3. Initial Implementation <input type="checkbox"/> 4. Full implementation
<p>Evidence: Provide evidence that describes the policies, practices, and procedures that demonstrate the LEA’s current stage of implementation. For stages 1 or 2, specific improvement activities must be included to address target area. If appropriate, activities should be planned for individual schools as well as LEA-wide activities.</p> <p>Click or tap here to enter text.</p>		
3.	Professional development is delivered in a manner that is responsive to the cultural and linguistic diversity of the LEA’s student population and their families.	<input type="checkbox"/> 1. Exploration Stage <input type="checkbox"/> 2. Installation Stage <input type="checkbox"/> 3. Initial Implementation <input type="checkbox"/> 4. Full implementation
<p>Evidence: Provide evidence that describes the policies, practices, and procedures that demonstrate the LEA’s current stage of implementation. For stages 1 or 2, specific improvement activities must be included to address target area. If appropriate, activities should be planned for individual schools as well as LEA-wide activities.</p> <p>Click or tap here to enter text.</p>		
4.	The LEA identifies specific schools where disproportional identification rates are most pronounced.	<input type="checkbox"/> 1. Exploration Stage <input type="checkbox"/> 2. Installation Stage <input type="checkbox"/> 3. Initial Implementation <input type="checkbox"/> 4. Full implementation

Target Area	Target Description	Current Stage of Implementation
<p>Evidence: Provide evidence that describes the policies, practices, and procedures that demonstrate the LEA’s current stage of implementation. For stages 1 or 2, specific improvement activities must be included to address target area. If appropriate, activities should be planned for individual schools as well as LEA-wide activities.</p> <p>Click or tap here to enter text.</p>		
5.	All the stakeholders (from the LEA level to the individual teacher) are aware of the disproportionate representation and the specific categories in which it has occurred.	<input type="checkbox"/> 1. Exploration Stage <input type="checkbox"/> 2. Installation Stage <input type="checkbox"/> 3. Initial Implementation <input type="checkbox"/> 4. Full implementation
<p>Evidence: Provide evidence that describes the policies, practices, and procedures that demonstrate the LEA’s current stage of implementation. For stages 1 or 2, specific improvement activities must be included to address target area. If appropriate, activities should be planned for individual schools as well as LEA-wide activities.</p> <p>Click or tap here to enter text.</p>		
6.	The LEA leadership in conjunction with the schools involved have met to examine causes of the disproportionate identification in specific disability categories.	<input type="checkbox"/> 1. Exploration Stage <input type="checkbox"/> 2. Installation Stage <input type="checkbox"/> 3. Initial Implementation <input type="checkbox"/> 4. Full implementation
<p>Evidence: Provide evidence that describes the policies, practices, and procedures that demonstrate the LEA’s current stage of implementation. For stages 1 or 2, specific improvement activities must be included to address target area. If appropriate, activities should be planned for individual schools as well as LEA-wide activities.</p> <p>Click or tap here to enter text.</p>		
7.	The LEA provides professional development and other opportunities to increase understanding of the ways in which race, culture, ethnicity, and language can influence student learning and achievement.	<input type="checkbox"/> 1. Exploration Stage <input type="checkbox"/> 2. Installation Stage <input type="checkbox"/> 3. Initial Implementation <input type="checkbox"/> 4. Full implementation
<p>Evidence: Provide evidence that describes the policies, practices, and procedures that demonstrate the LEA’s current stage of implementation. For stages 1 or 2, specific improvement activities must be included to address target area. If appropriate, activities should be planned for individual schools as well as LEA-wide activities.</p> <p>Click or tap here to enter text.</p>		

Target Area	Target Description	Current Stage of Implementation
8.	The LEA analyzes the effectiveness of intervention systems such as RTI, PBIS, MTSS to identify systemic rather than child centered patterns of academic and behavioral difficulties at the LEA, school, and classroom level.	<input type="checkbox"/> 1. Exploration Stage <input type="checkbox"/> 2. Installation Stage <input type="checkbox"/> 3. Initial Implementation <input type="checkbox"/> 4. Full implementation
<p>Evidence: Provide evidence that describes the policies, practices, and procedures that demonstrate the LEA’s current stage of implementation. For stages 1 or 2, specific improvement activities must be included to address target area. If appropriate, activities should be planned for individual schools as well as LEA-wide activities.</p> <p>Click or tap here to enter text.</p>		
9.	School level staff, involved in planning and delivering interventions, are trained in the issues of disproportionate identification in certain categories of disability.	<input type="checkbox"/> 1. Exploration Stage <input type="checkbox"/> 2. Installation Stage <input type="checkbox"/> 3. Initial Implementation <input type="checkbox"/> 4. Full implementation
<p>Evidence: Provide evidence that describes the policies, practices, and procedures that demonstrate the LEA’s current stage of implementation. For stages 1 or 2, specific improvement activities must be included to address target area. If appropriate, activities should be planned for individual schools as well as LEA-wide activities.</p> <p>Click or tap here to enter text.</p>		
10.	School level staff, involved in evaluation and assessment, are trained in the issues of disproportionate identification in certain categories of disability, including the use of culturally appropriate assessments and practices.	<input type="checkbox"/> 1. Exploration Stage <input type="checkbox"/> 2. Installation Stage <input type="checkbox"/> 3. Initial Implementation <input type="checkbox"/> 4. Full implementation
<p>Evidence: Provide evidence that describes the policies, practices, and procedures that demonstrate the LEA’s current stage of implementation. For stages 1 or 2, specific improvement activities must be included to address target area. If appropriate, activities should be planned for individual schools as well as LEA-wide activities.</p> <p>Click or tap here to enter text.</p>		
11.	School staff, delivering intervention, take active steps to consider each child’s cultural background.	<input type="checkbox"/> 1. Exploration Stage <input type="checkbox"/> 2. Installation Stage <input type="checkbox"/> 3. Initial Implementation <input type="checkbox"/> 4. Full implementation

Target Area	Target Description	Current Stage of Implementation
<p>Evidence: Provide evidence that describes the policies, practices, and procedures that demonstrate the LEA’s current stage of implementation. For stages 1 or 2, specific improvement activities must be included to address target area. If appropriate, activities should be planned for individual schools as well as LEA-wide activities.</p> <p>Click or tap here to enter text.</p>		
12.	School staff, delivering interventions, actively consider whether the behaviors or academic challenges exhibited by the student may be a result of outside factors.	<input type="checkbox"/> 1. Exploration Stage <input type="checkbox"/> 2. Installation Stage <input type="checkbox"/> 3. Initial Implementation <input type="checkbox"/> 4. Full implementation
<p>Evidence: Provide evidence that describes the policies, practices, and procedures that demonstrate the LEA’s current stage of implementation. For stages 1 or 2, specific improvement activities must be included to address target area. If appropriate, activities should be planned for individual schools as well as LEA-wide activities.</p> <p>Click or tap here to enter text.</p>		
13.	The school has an oversight mechanism to ensure interventions are applied equitably to all students.	<input type="checkbox"/> 1. Exploration Stage <input type="checkbox"/> 2. Installation Stage <input type="checkbox"/> 3. Initial Implementation <input type="checkbox"/> 4. Full implementation
<p>Evidence: Provide evidence that describes the policies, practices, and procedures that demonstrate the LEA’s current stage of implementation. For stages 1 or 2, specific improvement activities must be included to address target area. If appropriate, activities should be planned for individual schools as well as LEA-wide activities.</p> <p>Click or tap here to enter text.</p>		
14.	Have representative groups of parents been trained in issues of disproportionate identification in certain categories?	<input type="checkbox"/> 1. Exploration Stage <input type="checkbox"/> 2. Installation Stage <input type="checkbox"/> 3. Initial Implementation <input type="checkbox"/> 4. Full implementation
<p>Evidence: Provide evidence that describes the policies, practices, and procedures that demonstrate the LEA’s current stage of implementation. For stages 1 or 2, specific improvement activities must be included to address target area. If appropriate, activities should be planned for individual schools as well as LEA-wide activities.</p> <p>Click or tap here to enter text.</p>		

Target Area	Target Description	Current Stage of Implementation
Evidence Used		
<input type="checkbox"/> Review of selected special education files <input type="checkbox"/> Staff interviews <input type="checkbox"/> LEA referral procedures <input type="checkbox"/> Review of psycho-educational evaluations <input type="checkbox"/> Other – Please describe: Click or tap here to enter text.		

SIGNATURES

Signature & Title	Date

Please submit self-assessment and artifacts to Debi Smith, Special Populations Coordinator by December 1 at dsmith@sde.idaho.gov.

CONTACT INFORMATION

For questions or clarification, please contact the Special Education Data and Reporting team or Special Populations Coordinator.

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