

## Indicator 9 Disproportionality of Racial/Ethnic Representation Toolkit

**Indicator 9** Racial and Ethnic Representation: disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

---

### Purpose

This district has been notified that significant discrepancy was found, and OSDE-SES must review policies, procedures, or practices before determining if the district “meets target”.

All districts who have three asterisks (\*\*\*) for Indicator 9 and/or identified that policies, procedures, or practices may be leading to inappropriate identification, refer to the District Determination and address the following: (see exception below).

**Upload** Board Approved Policy.

**Complete** Procedure and Practice Review Questions.

**Submit** Assurance Statement signed by Superintendent and Special Education Director.

**Address** Root Cause.

**Develop** improvement plan including professional development aligned to the indicator.

**Establish** monitoring tools to measure effectiveness of the improvement plan.

**Review** progress of the improvement plan twice.

**Submit** professional development documentation summary and sign-in sheets.

**Exception:** Additional activities are required if found to be noncompliant for three consecutive years and/or not have met state target in the same focus area/indicator for two consecutive years. The district will be notified for additional required activities. Activities are developed on a tiered system based on the number of consecutive years with a growth measure built in. Refer to the General Supervision System for additional information.

If 10% or more growth is demonstrated while implementing the plan from the previous year, the district will remain at the tier the LEA was at that resulted in the growth for the next year. If the district drops down below the gain the district will move to the next tier below current placement.

---

**Complete the Practice and Procedure Questions:** The required information on this page is intended to assist the district with reviewing internal policy, practices, and procedures (PPP). Answer each question thoroughly.

Go to November District Determination and identify the racial/ethnic group for which a (PPP) review is required.
--

Describe the district’s eligibility procedures with details on how IDEA is implemented.
---

Describe the district's practices to support teams in making eligibility determinations in accordance with IDEA including details on practices ensuring internal processes are followed.
Describe the district's procedures for ensuring all available existing data are used for eligibility determinations to assist the team in identifying eligibility and the need for specially designed instruction.
Describe the district's procedures for eligibility determinations for students who move into the district.
Describe the district's procedures for reevaluations.  How often is parent consent obtained for new data?
Describe the district's procedures for universal screening to identify needs for early interventions or targeted supports.
Describe the district's procedures for progress monitoring for developmental, academic, and behavioral progress.

### Indicator 9 Toolkit Process

- **Establish a Team.** Identify site-based personnel (administrative, instructional, specialized, and /or support staff) to participate as members of this team. The team should consist of experts in this area with the ability to implement improvement strategies.
- **Review guiding questions and gather important supporting documents.** Prior to meeting, provide team members with a copy of the toolkit allowing them to become familiar with the tool and gather supporting documentation describing the district's current practices and procedures. Review the progress made on last school year's improvement plan if target was not met for Indicator 9 last year. Review the recommended data below as well as any additional data the team identifies as relevant.
- **Identify Data.** Prior to meeting, identify all relevant data needed to assist the team through the review process. Review the recommended data below as well as any additional data the team identifies as relevant.
  - Race/Ethnic make-up of district

- Race/Ethnic make-up of students with disabilities in specific categories
  - Eligibility determinations of students who have moved into the district
  - The last time a student had a full battery of assessments to ensure accurate placement
- **Meet and review practices and procedures.**
- Review results of last year’s data to determine if the current plan is effective or needs revising (if the district did not meet target for this indicator last year).
  - Complete a root cause analysis by answering the guiding questions and analyzing collected data.
  - Provide a summary describing how the team determined factors linked to the root cause.
  - Develop and implement an improvement plan.
  - Identify professional development to support the improvement plan professional development must align with area of need identified and must be provided after the improvement plan is submitted.
  - Establish monitoring tools needed to measure effectiveness of the improvement plan.
- **Continued monitoring and improvement.** Once the plan has been implemented, the team will meet again to analyze results, identify areas of improvement, and adjust the plan as needed to move towards improving performance.

## Indicator 9 Root Cause

### Step 1: Who is on your Team?

List each team member’s role as well as full name in the box below. Required team members are an Administrator, the Special Education Director, Special Education Teacher, and a Qualified Professional Evaluator. Optional team members to include may be additional Qualified Professional Evaluators, Related Service Providers, additional Special Education Teachers, and Counselors.

**Step 2:** As a team, consider why the district did not meet the target on this indicator by reviewing the guiding questions completed previously in this toolkit and analyzing data and Information that the team feels is relevant.

**Step 3: Summarize** the responses to the guiding questions, identifying the factors that the team believes are most linked to the root cause(s). Provide data/information to assist in identifying the root cause. Determine the root cause(s) and provide summary.

### **Indicator 9 Improvement Plan**

**Develop** an improvement plan for Indicator 9.

**Include** professional development as a part of the plan.

Describe professional development needed to assist with improving this indicator.

Identify area of focus, who will attend, and date professional development is provided.

Submit the professional development documentation summary and sign-in sheets.

**Describe** progress review activity and/or data source for determining effectiveness of the improvement plan.

**Identify** the person(s) responsible for monitoring the progress of the improvement plan.

Enter the name, position, and responsibilities of the person(s) monitoring the plan.

### **Assurance Statement:**

Districts identified with policies, practices, and/or procedures (PPP) that may be leading to the inappropriate identification of a race/ethnic group are required to provide the OSDE-SES with assurance that the LEA will review and correct (PPP) to improve Indicator 9. Provide the assurance statement signed by the Superintendent and Special Education Director.

### **First Progress Review**

**Analyze** the collected data identified in the improvement plan as well as any other data gathered to measure the effectiveness of the improvement plan. If the data sources analyzed do not demonstrate progress towards improving the indicator, the district may continue or amend the improvement plan. Provide justification for the decision to either continue or amend the plan.

### **Guiding Questions for the first progress review:**

1. Has the identified team membership changed since the improvement plan was created? Are any additional members needed?
2. What data is the team using to monitor improvement plan's effectiveness?
3. Describe how the improvement plan was implemented. Was it enacted as planned or were changes made? Has the team encountered any challenges or unforeseen obstacles in implementing the improvement plan?
4. What additional activities should be added to the district's improvement plan?
5. What policies, practices, and/or procedures will be changed or implemented?
6. What strategies have been used? Will these continue to be used?

## **Professional Development**

1. Provide a summary of professional development completed.
2. How does the pd relate to the root causes identified by the team?
3. What did the team gain from this pd?
4. How does the LEA need to update and implement practices/policies?
5. What are the next steps to improve results for this indicator?

**Provide professional development summary.**

**Submit Professional Development** sign-in sheets aligned to summary.

Professional development sign-sheets must include date and title.

**Upload to the LEA Document Library>Compliance tab in EdPlan.**

## **Final Progress Review**

**Analyze** the collected data identified in the improvement plan as well as any other data gathered to measure the effectiveness of the improvement plan. If the data sources analyzed do not demonstrate progress towards improving the indicator, the district may continue or amend the improvement plan. Provide justification for the decision to either continue or amend the plan.

### **Guiding Questions for the final progress review:**

1. What data is the team using to monitor growth toward the intended outcomes? Does the data demonstrate growth or are other sources of data needed? Please explain.
2. Describe how the improvement plan was implemented. Was it enacted as planned or were changes made? Has the team encountered any challenges or unforeseen obstacles in implementing the improvement plan?
3. What additional activities should be added to the district's improvement plan?
4. What policies, practices, and/or procedures will be changed or implemented?
5. What strategies need to be carried into the following school year?