

## **1c. A Scenario: Life In A Day of A SR ES#1 Student**

The banner that hangs above the entrance to the school reads, “Enter to Learn...Go Out to Serve”. To create a culture of inclusion, a pair of Parent Ambassadors, one English speaker and one Spanish speaker, and the Principal greet them as they get off the bus. Every morning students enter into the school – their school – where they believe that academically all things are possible. Their teachers greet them at the door of the school with a warm, “Good Morning Scholars”, as they assemble their perspective students and lead them to the courtyard to begin their day with HARAMBEE, which means “all pull together as one community”. Once all are gathered in their designated area, a selected sixth grade Scholar reads the positive affirmation for the week which all repeat out loud. After the signal is given, all shout HARAMBEE! and then proceed to their class to begin their instructional day. Parent Ambassadors are strategically stationed throughout the school and courtyard to monitor and motivate each child daily before, during, and after school. Let’s take a look into what happens inside a typical classroom at SR ES #1 once students enter.

Mrs. Dawson is short in stature; however, she is never heard speaking above a conversational tone. Mrs. Dawson is a proactive, brain-compatible classroom manager who plans bell-to-bell instruction for her students daily. As students enter her class, she is standing at her door, which is colorfully decorated with memorabilia from her alma mater. She warmly greets them with “Welcome Scholars”. They hear classical music playing softly. Students have been taught how to talk beneath the calming music rather than over it. In fact, Mrs. Dawson spends a majority of her time during the first few days and weeks of school teaching her specific routines and procedures to her students. They then practice each ritual, such as when to talk and when not to, how to pass in papers, and how to move around the classroom for instructional purposes and get immediately back to their seats. She wants these routines to become so ingrained in her students’ brains so that they become habits of mind. Aristotle once said that one learns to do by doing.

Mrs. Dawson’s room looks more like someone’s home than the sterile, artificial environment of a classroom. Visualize this: The room has flexible seating with tables that seat four or five students. There are a few single desks dotting the landscape. In the back of the room are a sofa and a rocking chair for those students who may desire alternative forms of seating or need just a little more movement to facilitate their learning. The fluorescent lights in the ceiling of the room are turned off. The lighting provided is a combination of natural light from the windows on one side of the room and low “green” lamp lighting on another. Since none of Mrs. Dawson’s students has allergies, there is a distinct smell of lavender in her classroom, which has a calming effect on the brains of her students. There are culturally diverse pictures on the wall in support of the learning as well as a few pieces of art. There are also live plants scattered throughout the room, pictures of her family members on her desk, and on the wall beside her desk resides her degrees.

As students file into the room, they know to look for the sponge activity on the board. This age appropriate, challenging activity-based literacy lesson which reflects the school’s monthly theme absorbs precious drops of otherwise wasted instructional time and enables students to reconstruct or review content taught in a previous lesson. Sponge activities also help to ensure that they will remember important information not only for upcoming

assessments, but also for life. Every group is given a rubric that delineates the assignments' expectation upon completion. Students spend the first few minutes of the period in the groups brainstorming possible ideas for successful assignment completion. While this activity is being completed, Mrs. Dawson checks roll and class begins. The remainder of this time-block features a mini-lecture accompanied by a graphic organizer.

Students are escorted to nutrition/recess and allowed to burn off some of their energy playing in their designated area. When they return to the room, they compete in a Jeopardy game to review content relating to their earlier assignment. Afterwards, they go to their learning centers and are either engaged in forty-five minutes of English Language Development or forty-five minutes of Mainstream English Language Development activities. After lunch, depending on what daily schedule it is, Mrs. Dawson facilitates instructional conversations in math followed by science, or math followed by social studies with age appropriate challenging activity-based lessons that connect to prior knowledge or previously taught lessons. Throughout the day, students move to other students in the room who will serve as their energizing partners and use reciprocal teaching to relate a concept just taught.

The last hour of the day is reserved for music, visual & performance arts, junior toastmaster training, or sportsology, depending on the grade-level and interest of the student. About ten minutes before the dismissal bell rings, students prepare to leave. They know it's time because they hear an upbeat instrumental CD playing softly in the background that Mrs. Dawson has put on. They make sure the room is as neat as it was when they entered their classroom at the beginning of the day and then return to their seats. Mrs. Dawson takes the last few moments of the day to thank them for their participation, and gives them a chance to ask any questions that still might be rolling around in their heads. Seconds after all concerns have been addressed the bell rings. Students say goodbye to Mrs. Dawson and head to the buses where the Parent Ambassadors await them.

## South Region Elementary School #1 Enrichment Curriculum Map

	<b>Dual Language Program</b>	<b>Visual &amp; Performing Arts</b>	<b>Single Gender Classes</b>	<b>Technology Integration</b>
<b>Objective</b>	Provide students with an educational opportunity to be bilingual and bi-literate by learning from one another in a multi-cultural setting where language diversity is fostered and embraced.	Provide students with an arts education that provides intellectual and experiential learning in all four disciplines: dance, music, theatre, and visual arts.	Provide single gender, specific instruction utilizing the best practices and same high standards in all curricular areas.	Provide students with educational opportunities in language arts, mathematics, social studies and science using digital video, photography and computer generated presentations.
<b>Curriculum Map and Summary</b>	The goals are achieved using a combination of the Open Court Reading (OCR) and Foro Abierto reading programs ( <i>through a culturally responsive lens</i> ) currently used throughout the district. To facilitate the comprehensive standards taught in both programs, SR ES#1 will use the Spanish Dual Language Program (SDLP) Language Arts Instructional Guides K-6 (Reference Appendix SDLP Instructional Guide).	The visual and performing arts content standards adopted by the State Board of Education will be used as the basis of the Visual and Performing Arts curriculum. The curriculum will be based on the Content standards, California frameworks and CRRE strategies, and will require active learning through the study, practice, creation, or performance of works of art.	The content standards adopted by the State Board of Education will be used as the basis these classes. The curriculum will be based on the Content standards, California frameworks and CRRE strategies.  A variety of instructional materials and instructional decisions will be utilized to challenge stereotypes about boys and girls, stereotypes are not reinforced in classroom setting.	Multiple facets of media and technologies will be used to demonstrate proficiencies in the State Board of Education Standards for Language Arts, Mathematics, Sciences. The curriculum will be based on the Content Standards California frameworks and CRRE strategies.  Students will be instructed to use a hands-on approach with various technologies such as computer, video, photography, and sound recording to teach all students to mastery of all grade level standards.
<b>Track Record of Proposed Curriculum</b>	There has been extensive research by Thomas and Collier (1997 and 2002) that has found that students in the Dual Language Programs scored as high or higher than their English Only counterparts in English reading and English Mathematics. They earned high STA scores, particularly in the verbal section. By the 5 <sup>th</sup> year in the Dual Language Program, students outperformed all comparison groups and remained high academic achievers throughout their schooling.	The 1995 College Board profile shows that students who studied the arts for more than four years scored significantly higher on the SAT than other students. Verbal scores were 59 points higher and math scores were 44 points higher than students not studying the arts.  The visual and performing arts standards reflect and support our belief that all children should have access to challenging curriculum content, exhibit a high level of performance proficiency, and be prepared for the world of tomorrow.	The new rationale for single-sex education is based on evidence, particularly with regard to the different developmental trajectories of girls and boys, that a curriculum tailored to the developmental trajectory of girls and boys can break down the gendered cubbyholes that girls/boys are often pushed in to.  In June 2005, researchers at Cambridge University found that the single-sex classroom format was remarkably effective at boosting boys' performance particularly in English and foreign languages, as well as improving girls'	The LAUSD Tech Plan 2009 discusses the importance of having students immersed in technologies to stay competitive in the 21 <sup>st</sup> Century. Results from the Escondido School District "Project Live" program, and "iRead" program, show increases across the curriculum. The District website for Project Live states their programs have created show improvement in the quality of their work, work closer to grade level and who are more engaged in their school work.

			performance in math and science. ( <a href="http://www.singlesexschools.org/evidence.html">http://www.singlesexschools.org/evidence.html</a> )	
<b>Addressing the Needs of All Students</b>	Equal access for our student population in kindergarten through sixth grades (ELL, SEL, students with disabilities/special needs, gifted, and socioeconomic disadvantaged students).	Equal access for our student population in third through sixth grades (ELL, SEL, students with disabilities/special needs, gifted, and socioeconomic disadvantaged students).	Equal access for our student population in third through sixth grades (ELL, SEL, students with disabilities/special needs, gifted, and socioeconomic disadvantaged students).	Equal access for our student population in third through sixth grades (ELL, SEL, students with disabilities/special needs, gifted, and socioeconomic disadvantaged students).
<b>Accelerated Learning</b>	<p>Teachers will customize and differentiate instruction based on the needs of the students.</p> <p>Students will be recommended for GATE following district procedures, GATE students will receive differentiated instruction including open-ended, inquiry and problem-based learning projects. The GATE program will be integrated throughout the curriculum,</p>	<p>Teachers will customize and differentiate instruction based on the needs of the students.</p> <p>Students will be recommended for GATE following district procedures, GATE students will receive differentiated instruction including open-ended, inquiry and problem-based learning projects. The GATE program will be integrated throughout the curriculum,</p>	<p>Teachers will customize and differentiate instruction based on the needs of the students.</p> <p>Students will be recommended for GATE following district procedures, GATE students will receive differentiated instruction including open-ended, inquiry and problem-based learning projects. The GATE program will be integrated throughout the curriculum,</p>	<p>Teachers will customize and differentiate instruction based on the needs of the students.</p> <p>Students will be recommended for GATE following district procedures, GATE students will receive differentiated instruction including open-ended, inquiry and problem-based learning projects. The GATE program will be integrated throughout the curriculum,</p>



# LANGUAGE ACQUISITION BRANCH

## Office Of Academic English Mastery And Proficiency Plus

### KEY INSTRUCTIONAL STRATEGIES That Support Learning In Standard English Learners, English Learners, Students With Disabilities And All Other Students

INSTRUCTIONAL STRATEGIES	CLASSROOM OBSERVABLES
<p><b>Cooperative and Communal Learning Environments:</b> <i>are supportive and motivating environments that promote language acquisition by providing comprehensible input in developmentally appropriate ways. Working collaboratively in small groups with individually assigned roles to achieve an instructional goal, students learn faster and more efficiently, increase time on task, have greater retention, and feel more positive about the learning experience.</i></p>	<p><b>CREATING A COLLABORATIVE AND AFFIRMING LEARNING ENVIRONMENT</b></p> <ul style="list-style-type: none"> <li>• Introduces the concept of the classroom as a family structure and builds on this concept in ways that affirm high achievement and academic success as an objective for ALL students</li> <li>• Encourages students routinely to support each other in learning activities</li> <li>• Provides opportunities for students to interact cooperatively with their peers to brainstorm, explain, question, disagree, persuade, and problem-solve.</li> <li>• Provides opportunities for students to demonstrate their understanding of academic concepts in varied formats that reflect their preferred learning styles and strengths</li> <li>• Integrates group learning tasks, discussions, and presentations into daily instruction</li> <li>• Emphasizes small group activities to encourage language development and sharing of ideas</li> <li>• Allows SELs, ELs, and SwDs to maximize the amount of time available for hearing and using language in low-risk cooperative learning environments</li> <li>• Arranges classroom seating to reflect regular collaborative learning opportunities</li> <li>• Co-creates classroom norms and other procedures with students</li> </ul>
<p><b>Instructional Conversations:</b> <i>discussion-based lessons carried out with more competent others that help students arrive at a deeper understanding of academic content. ICs develop critical thinking, language, and linguistics by making connections between academic content, students' prior knowledge, and cultural experiences.</i></p>	<p><b>STUDENT-CENTERED HIGHER ORDER THINKING &amp; LEARNING</b></p> <ul style="list-style-type: none"> <li>• Weaves together students' prior knowledge with pertinent background information on new material to build deeper understanding of text.</li> <li>• Engages students in classroom discussions with each other and with the teacher to advance deeper understandings of core academic concepts</li> <li>• Elicits student input while integrating academic content in discussions to promote deeper student inquiry in relation to instructional areas of focus.</li> <li>• Promotes use of text, pictures, and reasoning to support an argument or position</li> <li>• Uses ICs to integrate oral language development into all curricular areas</li> <li>• Co-constructs knowledge with student through interactive discussion, connected turns, and comments that build upon previous ones</li> <li>• Acts as a collaborator and encourages students to volunteer or otherwise influence the selection of speaking turns as they work to construct meaning from text</li> <li>• Negotiates and clarifies meaning throughout lessons and discussions</li> </ul>
<p><b>Academic Language Development:</b> <i>teaches academic English by connecting it to the conceptual knowledge and vocabulary that students bring from their home and community environments. ALD promotes increased ability in students to communicate their ideas orally and in writing using academic English.</i></p>	<p><b>SUPPORT FOR ORAL AND WRITTEN LANGUAGE DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• Utilizes the AEMP Personal Thesaurus to support students' oral and written development of academic vocabulary in the context of communicating ideas</li> <li>• Focuses on vocabulary development with an emphasis on synonyms, antonyms and suffixes</li> <li>• Engages students in the writing process on a daily basis utilizing journals for ungraded writing activities (pre-writes, quick writes, response writing, etc.)</li> <li>• Listening Centers that model school language through culturally relevant books on tape</li> <li>• Student work reflects appropriate use of academic vocabulary and demonstrates progressive contextual understanding of concepts through accountable talk and oral presentation</li> </ul>



# LANGUAGE ACQUISITION BRANCH

## Office Of Academic English Mastery And Proficiency Plus

### KEY INSTRUCTIONAL STRATEGIES That Support Learning In Standard English Learners, English Learners, Students With Disabilities And All Other Students

INSTRUCTIONAL STRATEGIES	CLASSROOM OBSERVABLES
<p><b>Advanced Graphic Organizers:</b> <i>visual tools and representations of information that show the structure of concepts and the relationships between ideas to support critical thinking. Their effective use promotes active learning that helps students construct knowledge, organize thinking, and visualize abstract concepts.</i></p>	<p><b>ORGANIZE CONCEPTS TO FACILITATE STRATEGIC LEARNING</b></p> <ul style="list-style-type: none"> <li>• Models use of a variety of graphic organizers to build concept relationships</li> <li>• Students engage in activities to construct knowledge and synthesize important information</li> <li>• Students' written work and oral presentations show effective use of graphic organizers</li> </ul>
Additional Strategies for ACADEMIC ENGLISH MASTERY/PROFICIENCY PLUS SCHOOLS	
<p><b>Making Cultural Connections:</b> <i>Connecting instruction to students' lives to increase motivation, engagement, and learning</i></p> <ul style="list-style-type: none"> <li>• <i>Activating Prior Knowledge</i></li> <li>• <i>Infusing the History/Culture of Students Into Core Instruction</i></li> <li>• <i>Understanding and utilizing students' frames of reference</i></li> <li>• <i>Utilizing Culturally Relevant Literature</i></li> <li>• <i>Creating Authentic Learning Experiences</i></li> </ul>	<p><b>CONSTRUCTING A REAL WORLD CONTEXT FOR LEARNING</b></p> <ul style="list-style-type: none"> <li>• Provides opportunities for students to make critical connections and give application to meaningful, real-world issues by activating background knowledge</li> <li>• Maintains portfolios of authentic student work products and assignments</li> <li>• Assesses learning experiences for progress towards meeting Core Content Standards and Academic English Mastery and Proficiency Plus Benchmarks</li> <li>• Maintains a classroom library that contains culturally conscious literature, magazines, &amp; newspapers reflective of students' home life, interests, cultural background, and language</li> <li>• Students utilize culturally relevant literature and materials in Listening Center and MELD</li> <li>• Activities Center in ways that validate real-life experiences</li> <li>• Students participate daily in authentic learning experiences giving application to the content</li> <li>• Music, movement, and hands-on activities are incorporated into daily instruction</li> </ul>
<p><b>Contrastive Analysis:</b> <i>The systematic study of a pair of languages with a view to identifying their structural differences and similarities. Promotes the acquisition of academic language and helps students become proficient readers, writers, and speakers of Standard American and academic English.</i></p>	<p><b>SUPPORT FOR ORAL AND WRITTEN LANGUAGE DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• Demonstrates knowledge and awareness of the structure of Non-Standard languages</li> <li>• Uses literature &amp; samples of students' oral/written language to engage in contrastive analysis</li> <li>• Uses the revision phase of the "Writing Process" to edit written work for standard English structure</li> <li>• Provides opportunities for students to compare/contrast poetry and songs written in standard and non-standard languages</li> <li>• Students' work samples demonstrate an understanding and awareness of the linguistic structures of standard American and academic English</li> <li>• Students are able to articulate an understanding of the linguistic requirements of varying communication situations and use language appropriate to different contexts</li> </ul>

## Criteria for Lesson Development and TaskStream Publication

Teacher Name: \_\_\_\_\_ School: \_\_\_\_\_

Reviewer: \_\_\_\_\_ Review Date: \_\_\_\_\_

### ***Culturally Responsive Pedagogy Evidenced in Lesson Planning***

- The Lesson outlines plans for drawing upon students' culture, heritage, and prior knowledge in deepening understanding of core concepts
- The lesson engages students in critical thinking around the curriculum by making connections to topics students have high interest in
- The lesson builds on the cultural capital students bring to the learning environment and outlines how their culture and language will be validated and affirmed during instruction

#### **Comments:**

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### ***Rigorous Standards Based Instruction***

- The lesson is clearly organized around standards and major concepts specified in the standards
- The lesson states clear learning goal/s and objective/s that provide opportunities for students to access higher ordered thinking. Provides opportunities for:
  - Questioning
  - Problem Solving
  - Thinking and Reasoning
- The lesson outlines a plan for using "Instructional Conversations," "Socratic Practice" or other strategies for engaging students in extended discussions with the teacher and among themselves relative to concepts being taught.
- The lesson indicates how students will have opportunities to actively participate in classroom talk, to defend and/or provide rationale for ideas and positions taken after exposure to multiple resources
  - Accountable Talk
  - Students construct explanations
  - Students justify arguments

#### **Comments:**

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## Criteria for Lesson Development and TaskStream Publication

### **Multiple Forms of Assessment**

- The lesson incorporates multiple assessment opportunities for students to demonstrate their oral and written skills based on curricular content (formal and informal)
- The lesson provides opportunities for students to demonstrate mastery of content utilizing nontraditional methods that build on individual learning styles and strengths

### **Comments:**

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### **Strategic Support for SELs**

- MELD (Mainstream English Language Development) instructional strategies are clearly evident in content lesson planning where appropriate
  - Open Court (IWT, Pre-Teaching, etc.)
  - Mathematics Instruction
  - Science and Social Studies Instruction
- AEMP instructional benchmarks and standards addressed are delineated in the lesson template and proper resources that support lesson implementation are identified
  - The AEMP Lesson Plan Template is completed in its entirety

### **Comments:**

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- Lesson Recommended for publication
- Lesson to be returned for recommended changes (see comment/recommendations above)



# Preventing DISPROPORTIONALITY

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

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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 . I

<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@asu.edu](mailto:nccrest@asu.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.

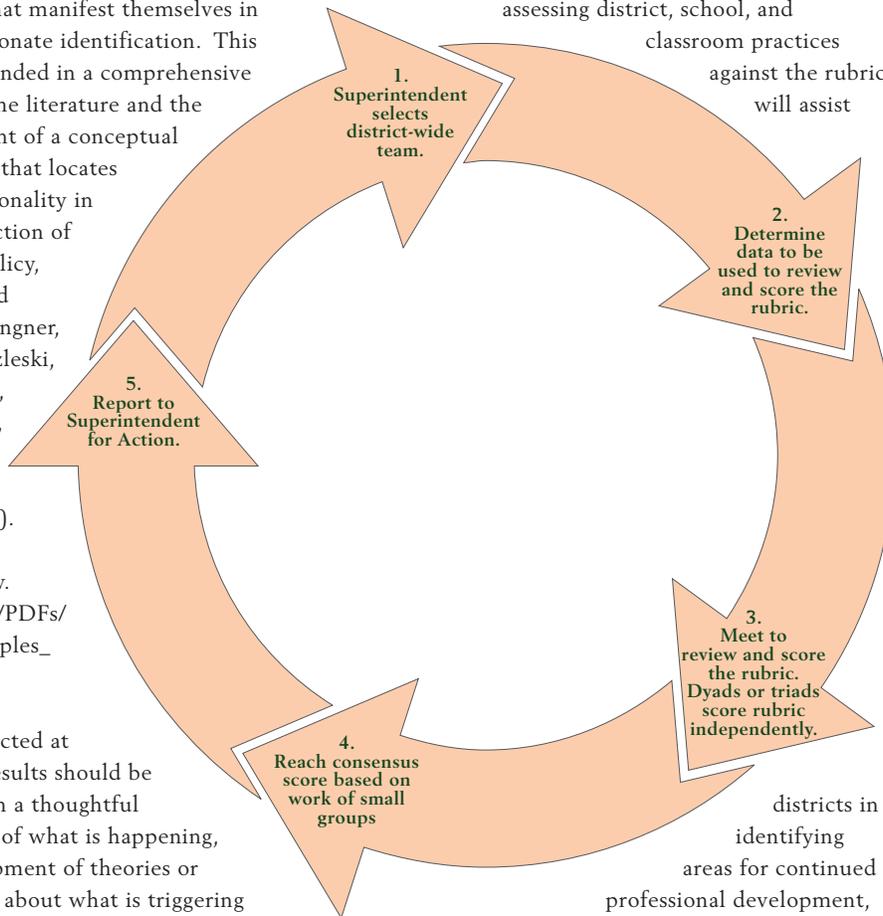
## RECOMMENDED PROCESS

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.

#### FOCUS AREAS:

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?</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>
<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>	<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 find themselves.</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>

## 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>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>	<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>	<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>	<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>	<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>	<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>	<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>	<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 processes in place to evaluate the degree to which service providers and schools comply with location, referral and identification established procedures.</li> </ul>	<ul style="list-style-type: none"> <li>Based on continuous monitoring data, the district provides technical assistance and professional development to service providers and schools that are not meeting the established procedures for 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>	<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>	<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>	<ul style="list-style-type: none"> <li>a) Compliance checklists.</li> <li>b) Inter-rater reliability tools.</li> <li>c) EMIS reports:               <ul style="list-style-type: none"> <li>(1) Educational placement by setting code (two years);</li> <li>(2) Discipline (all occurrences) by:                   <ul style="list-style-type: none"> <li>(a) disability category;</li> <li>(b) race/ethnicity; and</li> <li>(c) gender.</li> </ul> </li> <li>d) Graduation rates.</li> <li>e) Report card information, as of 1998.</li> </ul> </li> </ul>
<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>	<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>	<ul style="list-style-type: none"> <li>a) Functional behavior assessments completed over the last two years.</li> <li>b) Number of current IEPs that contain behavior plans.</li> <li>c) Number of current IEPs that contain behavior Standards.</li> <li>d) Disaggregate the above data by race, gender and disability.</li> <li>e) Analyze intervention data for all students (percent that are initiated due to behavioral concerns).</li> </ul>



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>	<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>	<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>	<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>	<p>a) Intervention strategies for all students.</p> <p>b) Targeted strategies.</p> <p>c) Documented evaluations of the effectiveness of the intervention impacting the performance of students.</p>

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## WEBSITES

- BUENO Center for Multicultural Education • <http://www.Colorado.EDU/education/BUENO>
- Center for Applied Linguistics • <http://www.cal.org>
- Center for Cross-Cultural Health • <http://www.crosshealth.com>
- Center on Behavioral Interventions and Supports (PBIS) • [www.pbis.org](http://www.pbis.org)
- Center for Improving Teacher Quality • [www.ccsso.org/intasc](http://www.ccsso.org/intasc)
- Center for Multilingual, Multicultural Research • <http://www-bcf.usc.edu/~cmmr/>
- Center for Research in Education, Diversity, and Excellence (CREDE) • <http://www.crede.ucsc.edu>
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- IDEA Partnership • [www.ideainfo.org](http://www.ideainfo.org)
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- Linking Academic Scholars to Educational Resources Project (Project LASER) • [www.coedu.usf.edu/laser](http://www.coedu.usf.edu/laser)
- 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)
- National Institute for Urban School Improvement • [www.inclusiveschools.org](http://www.inclusiveschools.org)

- National Association of State Directors of Special Education • <http://www.nasdse.org/>
- National Center on Educational Outcomes (NCEO) • <http://education.umn.edu/NCEO/>
- National Center on Secondary Education and Transition (NCSET) • [www.ncset.org](http://www.ncset.org)
- National Center on Student Progress Monitoring • [www.studentprogress.org](http://www.studentprogress.org)
- National Clearinghouse for ESL Literacy Education • <http://www.cal.org/nclce>
- National Clearinghouse for English Language Acquisition and Language Instruction Education Programs • <http://www.nclae.gwu.edu/>
- National Early Childhood Technical Assistance Center (NECTAC) • [www.nectac.org](http://www.nectac.org)
- National Immigration Forum • <http://www.immigrationforum.org/>
- National Research Center on Learning Disabilities (NRCLD) • <http://nrclid.org>
- Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students (OELA) • <http://www.ed.gov/offices/OELA/>
- Office of Refugee Resettlement • <http://www.acf.dhhs.gov/programs/orr>
- Project FORUM • [www.nasdse.org](http://www.nasdse.org)
- Reading Rockets • <http://readingrockets.org>
- Refugee Transitions • <http://www.reftrans.org>
- Refugees International • <http://www.refintl.org/>
- ReliefWeb • <http://www.reliefweb.int/w/rwb.nsf>
- School for International Training, Brattleboro, VT: <http://www.sit.edu/index.html>
- Teaching Tolerance • <http://www.splcenter.org/center/tt/teach.jsp>
- Technical Assistance ALLIANCE for Parent Center National Technical Assistance Center • [www.taalliance.org](http://www.taalliance.org)
- The Access Center: Improving Outcomes for All Students K-8 • [www.k8accesscenter.org](http://www.k8accesscenter.org)
- The National Center for Special Education Personnel and Related Service Providers (Personnel Center) • [www.personnelcenter.org](http://www.personnelcenter.org)
- United Nations High Commissioner for Refugees • <http://www.unhcr.ch>
- U.S. Department of Commerce, Bureau of the Census. (2000). Overview of race and Hispanic origin 2000 [on-line] • <http://www.census.gov/prod/2001pubs/c2kbr01-1.pdf>
- United States Institute of Peace Library <http://www.usip.org/library.html>
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# CRRE QUALITY INDICATORS

## Guide to Culturally Relevant and Responsive Education

*Culturally Relevant and Responsive Education (CRRE) is defined as adjusting how we teach to the needs and experiences of students by using their cultural knowledge, prior experiences, frames of reference, and performance styles to make learning encounters more relevant and effective for them.*

*The research affirms that culture, teaching, and learning are interconnected and that school achievement increases to the extent that teaching employs the cultural referents of the students to whom it is directed (Gay, 2000).*

*This guide provides teachers, administrators, and parents with a “quick-look” at teacher and student CRRE quality indicators and their alignment with the Principles of Learning.*



The **teacher** incorporates Culturally Responsive Pedagogy into rigorous classroom instruction. (Uses the cultural knowledge, prior experiences, frames of reference, and performance styles of students to make learning encounters more relevant and effective).



All **students** are responding to instruction in productive comfort zones and demonstrating sustained effort in meeting high standards.



The **teacher** creates an accepting, affirmative, risk-free classroom environment in which the culture and language of each student is validated, valued, and respected and authentic accomplishments are regularly recognized.



The **students** are relaxed, comfortable, eager to learn and willing to take risks and put forth and sustain high levels of effort.



The **teacher** infuses culturally relevant literature and instructional materials into academically rigorous curricula organized around concepts that students are expected to know deeply.



The **students** engage in active reasoning about important concepts supported by a wide selection of culturally relevant instructional materials, books, and resources.



The **teacher** demonstrates knowledge and understanding of issues of language variation in SELs (Standard English Learners) and ELs (English Learners) and incorporates appropriate strategies to support academic English mastery.



The **students** are engaged in activities that show understanding and awareness of the linguistic structures of academic language as differentiated from their home language.

Continues...

# CRRE Quality Indicators continue...



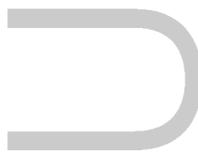
The **teacher** employs strategies throughout the curriculum- including “contrastive analysis” “personal thesaurus” and “accountable talk” that facilitate the students' mastery of Academic English and use of language that sustains learning.



The **students** are actively engaged in activities that facilitate mastery of standard/academic English, including classroom talk that is accountable to the learning community, to accurate knowledge, and to rigorous thinking.



The **teacher** promotes increased confidence, problem solving behaviors, and the development in students of habits of mind that empower them to achieve their full potential.



The **classroom** is student-centered so that the students have opportunities to problem solve, question, collaborate, explore and to make structured decisions.



The **teacher** demonstrates knowledge of the learning styles and strengths of culturally diverse students and builds upon students' learning strengths to develop self-monitoring and self-management skills to promote academic growth.



The **students** are visibly engaged in rigorous activities which tap into their personal learning styles and are making use of higher-order thinking and metacognitive skills to manage their own learning .



The **classroom** environment is culturally relevant and responsive to the students and sets “clear expectations” by defining what students are expected to learn and displaying criteria and models of work that meet standards.



The **students** make positive connections to high achievers in their culture, set goals for their own effort and learn to see themselves as scholars.





# CRENSHAW CHAMBER OF COMMERCE

January 7, 2010

Dr. Carole A. Cobb, CEO/President  
SANKOFA ALLIANCE  
5482 Wilshire Blvd.  
Suite 361  
Los Angeles, CA 90036

Dear Dr. Cobb:

The Crenshaw Chamber of Commerce is writing in support of your proposal to establish the Sankofa Leadership and Cultural Academy/SR ES#1. We are very concerned that our African-American and Mexican-American children in our community are a population of students whose home language structurally does not match the language and literacy of their respective schools. This problem causes these children to represent a high percentage of the Los Angeles Unified School District's population that performs below and far below basic range on standardized achievement tests. We are excited about this Charter School which is designed to close the achievement and proficiency gaps for these culturally and linguistically diverse students. This way we can better meet the academic and social needs of these children, and help to build better citizens for our community.

The well known axiom "It takes a village to raise a child," is a very important goal of our communities. However, we have to look further into this statement and ask who takes care of the leaders of the village so that the children can remain strong. As a collaborative partner, the Crenshaw Chamber of Commerce supports this leadership initiative. This charter school will make our children strong as it moves to eliminate disparities in educational outcomes for Standard English Learners (SELs) and assures these students equity in accessing rigorous standards-based, college preparatory, curricula. We look forward to participating in a creative collaborative effort with the Sankofa Alliance's leadership team. Our goal will be to determine mutually beneficial roles for our chamber to contribute our time, collective talents and treasure to make the Alliance a success.

We believe that this community collaborative and innovative approach to education will help the students who attend Sankofa Alliance to become strong, successful, humane, knowledgeable, and principle-centered young adults who are critical thinkers and good citizens within our community. The Crenshaw Chamber of Commerce looks forward to becoming a partner in this educational endeavor.

Sincerely,

A handwritten signature in black ink that reads 'Michael S. Jones'.

Michael S. Jones, President and C.E.O.  
Crenshaw Chamber of Commerce



## Association of Mexican American Educators, Inc.

P.O. Box 98, San Pedro, CA 90733  
TEL: (310) 251-6306 FAX: (310) 583-4976

<http://www.amae.org> e-mail: [losangeles-amae@sbcglobal.net](mailto:losangeles-amae@sbcglobal.net)

January 4, 2010

Dr. Carole A. Cobb, CEO/President  
SANKOFA ALLIANCE  
5482 Wilshire Blvd.  
Suite 361  
Los Angeles, CA 90036

Dear Carole:

The Association of Mexican American Educators (AMAE) are in support of your proposal to establish the Sankofa Leadership and Cultural Academy/South Region MS#6. We understand that this Charter School is designed to better meet the academic and social needs of culturally and linguistically diverse students in an effort to close the achievement and proficiency gaps that exist in the Los Angeles Unified School District.

As a collaborative partner, AMAE supports this initiative as it moves forward to eliminate disparities in educational outcomes for Standard English Learners (SELs) and assures these students equity in accessing rigorous standards-based, college preparatory, curricula. We look forward to participating in a creative collaborative effort with the Sankofa Alliance's leadership team to determine mutually beneficial and specific roles of my organization as related to time commitment, media exposure, fundraising activities, and financial support.

We believe that this inclusive innovative approach to education will help the students who attend Sankofa Alliance to become successful humane, knowledgeable, and principle-centered young adults who are critical thinkers and global citizens. AMAE looks forward to becoming a collaborative partner in this educational endeavor.

Sincerely,

Antonio José Camacho,  
AMAE State President 2010

President: Dana Valverde ([scfcliz@aol.com](mailto:scfcliz@aol.com)), President Elect: Antonio José Camacho ([acamacho1950@sbcglobal.net](mailto:acamacho1950@sbcglobal.net)), Treasurer:  
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Parliamentarian: Alex Garcia ([garcia\\_a@madera.k12.ca.us](mailto:garcia_a@madera.k12.ca.us)).



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*Performance Achievement Leadership Scholarship*  
*Established 1968*

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January 11, 2010

Carol A. Cobb, Ph.D  
Sankofa Alliance  
5482 Wilshire Blvd.  
Suite 361  
Los Angeles, Calif. 90036

Dear Dr. Cobb:

I am writing this letter in response to the information you provided regarding Sankofa Alliance's bid to operate the Public Choice School Sankofa Leadership and Cultural Academy/SR ES#1. The philosophical belief of Sankofa – "all children can learn when given the appropriate support and placed in a culturally responsive learning environment" – is indeed aligned to COBA's belief.

You are to be commended for your dedication to devote your time and talents to address the academic needs of our African American students. Your proposed plan references a focus on professional development, curricula development, and parental involvement which are definitely integral components in the education of our children.

I wish you success in your bid to provide a well-rounded, culturally responsive learning environment designed to give our students the tools they need to succeed academically and socially.

Sincerely,

Dr. Edna Burems  
President

*Mailing Address: P. O. Box 561584 – Los Angeles, CA 90056  
Telephone: (323) 296-2040 – Fax: (323) 296-2079  
Email: coba5356@sbcglobal.net*

**Education is a Civil Right Committee**  
**P.O. Box 56607**  
**Los Angeles, California 90056**  
**Phone: (323) 297-4347**  
**WEB: [www.EducationIsACivilRight.com](http://www.EducationIsACivilRight.com)**

January 7, 2010

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Carole A. Cobb, Ph.D.  
SANKOFA ALLIANCE  
5482 Wilshire Blvd.  
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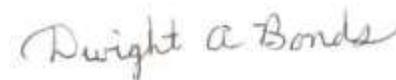
Dear Carole:

On behalf of the Los Angeles Educational Civil Rights Committee (ECRC), I am writing this letter in support of your proposal to establish the Sankofa Leadership and Cultural Academy/South Region MS#6 to advance and promote educational excellence for all African American and other students of color. The Committee is pleased with the goals and direction of this proposed academy. We understand that it will hold administrators and teachers accountable for the academic and behavioral success of our students. It will also provide support for parents and families of underachieving students.

We believe that the systematic implementation of this plan will better meet the academic and social needs of culturally and linguistically diverse students in an effort to eliminate disparities in educational outcomes for Standard English Learners (SELs). The academy will assure equity in accessing rigorous standards-based, college preparatory, curricula. We applaud your efforts for the creation and design of this planned school. As a collaborative partner, ECRC can help facilitate the process of how the stakeholders can come together relative to meeting the needs of our African American students to close the achievement and proficiency gaps that exist in the Los Angeles Unified School District. In the near future, we can determine other mutually beneficial roles of my organization as related to time commitment, media exposure, fundraising activities, and/or financial support.

ECRC is pleased to join and partner with the Sankofa Alliance in this inclusive innovative approach to education will help the students who attend Sankofa Leadership and Cultural Academy/South Region MS#6 to become successful and productive adults. ECRC looks forward to becoming a collaborative partner with the Sankofa Alliance's leadership team in this collaborative educational endeavor.

Sincerely,



Dwight Bonds  
Co-Chair  
Educational Civil Rights Committee