

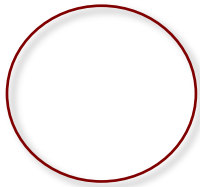
Handout 11

Circle—Square—Triangle

We are very pleased you attended this training session today. Please think back on all the information covered—what disproportionality is, how it is calculated, key terms to know (risk ratio analysis, standard methodology, thresholds), and what states and LEAs must do upon a finding of significant disproportionality, including using 15% of its Part B funds on providing comprehensive CEIS.

Complete this activity sheet. Then share your answers with a partner, and see what your partner has to say.

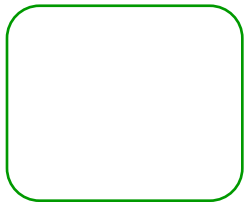
CIRCLE



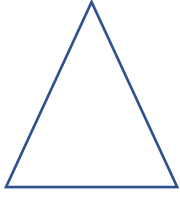
**What's still going around
in your head?**

**What do you still *not*
understand?**

SQUARE



**What's squared away?
What do you really understand?**



TRIANGLE

What 3 things are you “taking away” from today’s session about disproportionality?

How will you use these take-aways?

Adapted from: Dirksen, D. (2011, April). Hitting the reset button: Using formative assessment to guide instruction. *Phi Delta Kappan*, 92(7), 26-31. Article available online at: <http://www.jstor.org/stable/25822834>
Summarized online at: <http://blog.trainerswarehouse.com/memorable-debriefing/>