

Significant Disproportionality



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June 1, 2009

Essential Questions

- What is Disproportionate Representation?
- What is Significant Disproportionality?
- What is the difference between Disproportionate Representation and Significant Disproportionality?
- What are the obligations of LEAs, once identified with Significant Disproportionality?

Disproportionate Representation

Disproportionate representation refers to both “over-representation” and “under-representation” of specific demographic groups of students in special education or related services or programs that is the result of inappropriate identification.

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Disproportionate Representation

- African American
- American Indian
- Asian
- Hispanic
- White

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Disproportionate Representation

- State Performance Plan Indicator 9
Racial and ethnic over or under representation in special education due to inappropriate identification practices
- State Performance Plan Indicator 10
Racial and ethnic over or under representation in specific disability categories in special education due to inappropriate identification practices

Disproportionate Representation

- Autism Spectrum Disorder
- Cognitive Impairment
- Emotional Impairment
- Other Health Impairment
- Specific Learning Disability
- Speech & Language Impairment

Disproportionate Representation

- Single Record Student Database (SRSD)
- Michigan Compliance Information System (MI-CIS)
- Operating District Data
- Resident District Data
- Risk Ratios

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Disproportionate Representation

A Weighted Risk Ratio (WRR) is used to determine disproportionate representation for a particular racial/ethnic subgroup when there are at least 10 students with disabilities in all other racial/ethnic subgroups (disability comparison group).

Disproportionate Representation

An Alternate Risk Ratio (ARR) is used to determine disproportionate representation for a particular racial/ethnic subgroup when there are fewer than 10 students with disabilities in all other racial/ethnic subgroups (disability comparison group).

Disproportionate Representation

A Risk Ratio (RR) is used to determine disproportionate representation for a particular racial/ethnic subgroup when there are zero African American or White students with disabilities in the district.

Disproportionate Representation

Weighted /Alternate or Risk Ratio for
over-representation > 2.5

Weighted /Alternate or Risk Ratio for
under-representation $< .4$

Disproportionate Representation

- A site visit to your district by OSE-EIS staff and CIMS monitors to determine if there are inappropriate identification policies, procedures or practices
- If required, create and implement an improvement plan; monitored for evidence of change
- Participate in technical assistance

Disproportionate Representation

Overview

- Data can indicate disproportionate representation but findings for SPP 9 and SPP 10 are based on inappropriate identification policies, practices or procedures.
- Districts can be identified for either over and under representation
- Disproportionate Representation are compliance indicators and part of the Annual Performance Report

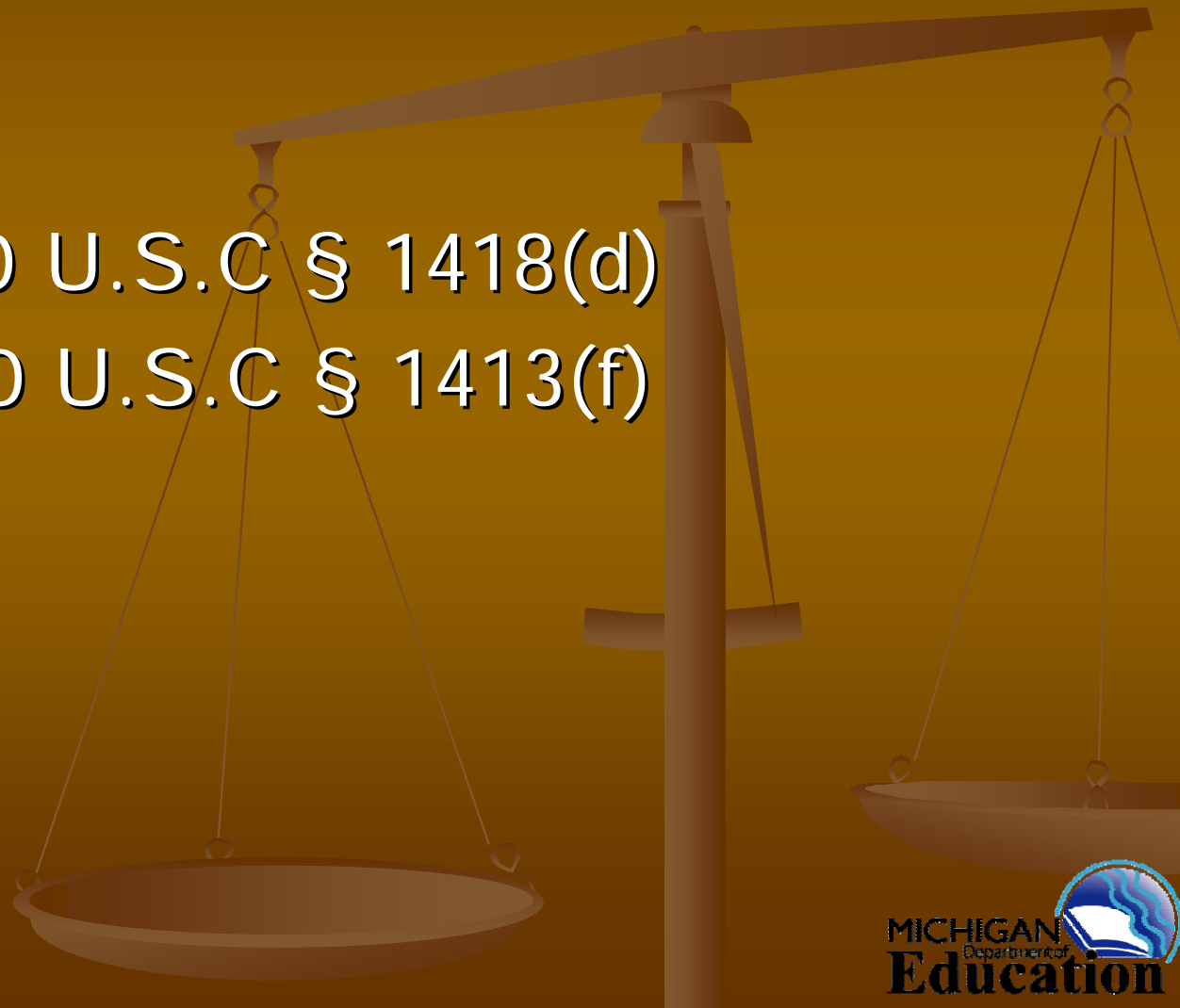
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IDEA 20 U.S.C § 1418(d)
IDEA 20 U.S.C § 1413(f)



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Significant Disproportionality

- Based on race and ethnicity, the:
 - identification of children with disabilities;
 - identification of children with particular impairments;
 - placement of children with disabilities in particular educational settings;
 - incidence, duration, and type of disciplinary actions

Significant Disproportionality

Data Sources:

- Identification of students with disabilities
 - December 1, 2007 & December 1, 2008
- Educational Environments
 - December 1, 2007 & December 1, 2008
- Discipline
 - SRSD - three submissions through June 2008

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Identification of students with disabilities

- Weighted Risk Ratio and Risk Ratio > 3.0
 - Operating District or Resident District
- Alternate Risk Ratio > 3.0
 - Operating District or Resident District

Discipline

- Weighted Risk Ratio > 3.0
 - Operating District

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- Coordinated Early Intervening Services (CEIS)
- Review policies, procedures, and practices.
- Publicly report any policies, procedures or practices that are changed.
- Maintain data base of the students who benefit from CEIS for three years.
- Report to OSE-EIS any students who are subsequently identified as eligible for special education programs and/or services.

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Early Intervening Services

It is the intent of CEIS that districts have the flexibility to use IDEA and Elementary and Secondary Education Act (ESEA) funds in a coordinated manner in order to provide equitable services across districts for students with unique needs.

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Early Intervening Services

- 15% of Flowthrough and Preschool Federal funds must be used for non-special education eligible students.
 - General Education Initiatives
 - Academic or Behavioral Support
 - K-12 but emphasis on K-3
 - Professional Development

Significant Disproportionality

Early Intervening Services Reporting Requirement

- The number of students under this section of the IDEA who received EIS; and
- The number of students who receive special education and related services during the implementation year and the two following years.

Significant Disproportionality

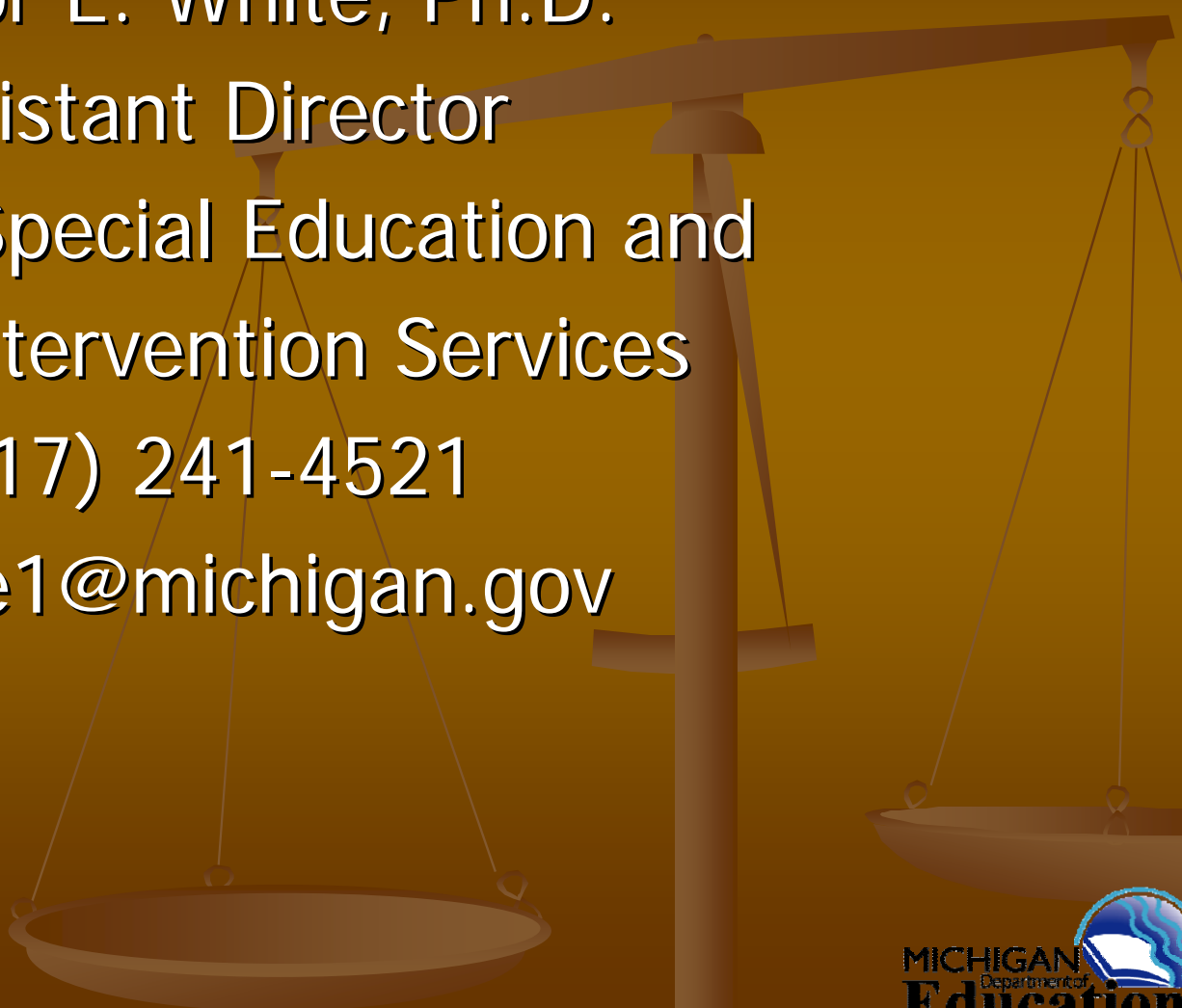
Overview

- Significant Disproportionality is based on data NOT on a district's policies, procedures, and practices.
- Significant Disproportionality is based on over-representation only.
- Significant Disproportionality is not a State Performance Plan Indicator.

Significant Disproportionality

It's Not Fair!

- The data is wrong.
- Our LEA accepts non-resident students which causes a high identification rate.
- Students with disabilities move into our district which skews our data.
- Early Intervening Services (EIS) will not change our data.
- Our policies, procedures and practices are fine.



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