

BOARD AGENDA ITEM

F-5

Meeting Date: April 12, 2011

Item Title: Report on Disproportionality of Students by Subgroup
Referred to Special Education

Item Type: Information

BACKGROUND:

Disproportionate representation is the determination that, within a school district, students in special education are over-or under-represented based on race/ethnicity overall or by disability. This is the second year that the District was found to have disproportionate representation. In 2008-2009, there was an over-representation of African American students in special education overall as well as identified under a specific learning disability. Conversely, there was an under-representation of Asian students in special education overall as well as under a specific learning disability. In 2009-2010, an over-representation of Hispanic and Multiple Ethnicities students was identified in special education overall and under a specific learning disability. The data has changed from last year to this year because the state has moved from a comparison of five ethnicities/races to seven ethnicities/races.

The Special Education Department completed a self-review to identify any areas of noncompliance with state or federal requirements using the California Department of Education's self assessment of policies, procedures and practices. The District was required to complete corrective action plans developed by the California Department of Education.

The Special Education Department will be working with a state-provided consultant and looking at the disproportionate representation data by school site. There is work to be done to reduce our African American and Hispanic representation in special education.

ALAMEDA UNIFIED SCHOOL DISTRICT

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EXHIBIT

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(Continued)

FISCAL IMPLICATIONS: AUSD incurs no cost for state-provided technical assistance for corrective action in this area.

RECOMMENDATION: Information only

AUSD Guiding Principles: 1. All students have the ability to achieve academic and personal success. 2. Teachers must challenge and support all students to reach their highest academic and personal potential. 3. Administrators must have the knowledge, leadership skills and ability to ensure all students succeed. 4. Parental involvement and community engagement are integral to the success of all students. 5. Accountability, transparency and trust are necessary at all levels of the organization. 6. Allocation of funds must support our vision, mission and guiding principles.

Submitted by: Sean McPhetridge, Assistant Superintendent

Approved for Submission to Board of Education



Kirsten Vital, Superintendent

Disproportionate Representation in AUSD Special Education

Susan B. Mitchell
Director of Special Education
April 12, 2011

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Purpose of Presentation

- Define Disproportionate Representation
- Review 2008-2009 and 2009-2010 Special Education Data regarding Disproportionate Representation in AUSD
- Steps taken for 2008-2009 and 2009-2010 to address issue
- Next Steps

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What is Disproportionate Representation?

Disproportionate representation is the determination that, within a school district (LEA), students in special education are over- or under-represented based on race/ethnicity overall or by disability due to inappropriate policies, procedures or practices related to identification in special education.

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Federal and State Requirements

Proportional representation of students by race and ethnicity with respect to:

1. Identification of children with disabilities
2. Placement in educational settings
3. Identification in various disability categories
4. Disciplinary action including suspension and expulsion

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Required Corrective Action

If a school district is identified as having disproportionate representation, the district is required to complete corrective actions developed by California Department of Education (CDE) and to publicly report any changes to their policies, procedures and practices.

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AUSD 2008-2009

Disproportionate Representation

- **Disproportionality Overall**
 - Over-representation of African American students in Special Education
 - Under-representation of Asian students in Special Education
- **Disproportionality Disability**
 - Over-representation of African American students identified under Specific Learning Disability
 - Under-representation of Asian students identified under Specific Learning Disability

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Calculation for AUSD 2008-2009 Overall Representation

	American Indian	Asian	Hispanic	African American	White
District GE%	0.72%	43.80%	11.98%	12.29%	31.21%
District SE%	0.79%	23.99%	15.79%	22.61%	36.82%
Maximum E-formula value	2.85%	56.27%	20.14%	20.54%	42.86%
Minimum E-formula value	-1.41%	31.33%	3.82%	4.03%	19.57%
Under/Over Represented	No	UND	No	OVR	No

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AUSD 2008-2009 Disproportionate Representation of Students by Disability

Students with Specific Learning Disabilities

	American Indian	Asian	Hispanic	African American	White
District GE%	.72%	43.80%	11.98%	12.29%	31.21%
District SE%	.98%	11.52%	22.06%	28.92%	36.52%
Maximum E-formula value	4.07%	63.45%	24.84%	25.29%	49.57%
Minimum E-formula value	-2.63%	24.15%	-.88%	-0.72%	12.86%
Over/Under Represented	No	UND	No	OVR	No

Corrective Actions for 2008-2009

- Self review of 20 files (January 2010)
- Corrective actions submitted to California Department of Education (CDE) (May 2010)
- Training for District Administrators (August 2010)
- Memorandum of Understanding to all staff (August/September 2010)
- Corrective actions approved by CDE (Sept.2010)
- Training for Special Ed staff (fall, 2010)
- Individual student files corrected (fall, 2010)
- Self review of 20 records (spring, 2011)

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AUSD 2009-2010

Disproportionate Representation

- **Disproportionality Overall**
 - Over-representation of Hispanic and Multiple Ethnicities students in Special Education
 - Under-representation of Asian students in Special Education
- **Disproportionality Disability**
 - Over-representation of Hispanic and Multiple Ethnicities students identified under Specific Learning Disability
 - Under-representation of Asian students identified under Specific Learning Disability

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Calculation for AUSD 2009-2010 Overall Representation

	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Gen Ed	66	4309	1267	1019	125	139	3182
Spec Ed	5	193	197	189	76	12	340
%	7.58%	4.48%	15.55%	18.55%	60.80%	8.83%	10.69%
E-formula Result	N/A	UND	N/A	OVR	OVR	N/A	N/A

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AUSD 2009-2010 Disproportionate Representation of Students by Disability

Students with Specific Learning Disabilities

	American Indian	Asian	African American	Hispanic	Multiple Ethnicities	Pacific Islander	White
Gen Ed	66	4309	1267	1019	125	139	3182
Spec Ed	2	42	109	105	36	6	137
% age	3.03%	1.24%	8.60%	10.30%	28.30%	0.57%	4.31%
E-formula Result	N/A	UND	N/A	OVR	OVR	N/A	N/A

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Change in Special Education Disproportionality Data

Five ethnicities/races
included in 2008-09 data:

1. American Indian
2. Asian
3. Hispanic
4. African American
5. White

Seven ethnicities/races
included in 2009-10 data:

1. American Indian
2. Asian
3. African American
4. Hispanic
5. Multiple Ethnicities
6. Pacific Islander
7. White

This change in ethnicity/race designation resulted in a different definition of disproportionality for AUSD, but ultimately AUSD seeks to improve educational systems in culturally responsive ways.

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Next Steps

1. Continue process to complete Corrective Actions for 2008-2009 and 2009-2010 school years

2008-2009

- Self-review of 20 files (spring 2011)

2009-2010

- Self-review of 20 files (January 2011)
- Corrective actions submitted to CDE (May 2011)
- Memorandum to Staff (fall, 2011)
- Training for District Administrators and Special Education Staff (fall, 2011)
- Individual student files corrected (fall, 2011)
- Self-review of 20 files (spring, 2012)

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Next Steps (*continued*)

2. Technical Assistance

- Sought technical assistance from State Performance Plan Technical Assistance Project (SPPTAP) as provided by CDE
- District entitled to 56 hours or 7 days of consultation services from identified facilitator from SPPTAP during spring, 2011

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Next Steps (*continued*)

3. Improve inconsistencies in the Pre-referral Process to Special Education

- a. Provide interventions based on assessment prior to referral to Special Education
 1. Special Education law (IDEA 2004) mandates the use of evidence-based interventions before considering a student for special education.
 2. Prevention and early intervention services need to be presented as a regular practice of assessment in a general-special education continuum.
 3. Assessment is used to inform intervention, monitor progress, and delineate outcomes.
 4. Interventions with measured outcomes are used to assess the student's situation and needs.

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Next Steps (*continued*)

b. Standardize Student Study Team (SST) process

1. What is a Student Study Team?

The Student Study Team is a general education function. It is a process of reviewing individual student problems and planning alternative instructional strategies to be tested in a general education classroom before a decision is made to refer a student to special education.

2. Develop a common Student Study Team process and form for pre-referrals, and outline annual reviews for examining the wellness of this process.

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Conclusion

AUSD is committed to providing students with educational services that can assist them regardless of their particular need. Our goal is to develop a tiered system of academic supports for struggling learners, identify research-based interventions for targeted groups of students, and target professional development for the academic intervention staff.

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