



Significant Disproportionality

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Office of Special Education and
Early Intervention Services



SETTING THE STAGE

- 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?



SIGNIFICANT DISPROPORTIONALITY

VS.

DISPROPORTIONATE REPRESENTATION



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.



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

- African American
- American Indian
- Asian
- Hispanic
- White
- Native Hawaiian or Other Pacific Islander
- Two or More Races



Disproportionate Representation

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



Disproportionate Representation

- Michigan Student Data System (MSDS)
 - (Fall 2009, Fall 2010 + November 17, 2010 Special Education Count)
- Michigan Compliance Information System
 - (MI-CIS) December 2009
- Operating District Data
- Resident District Data
- Risk Ratios



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

- For two years:

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

- State Performance Plan Indicator
 - SPP 9
 - SPP 10
- Over- and Under-Representation
- Not Based on Data but Findings of Noncompliance



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SETTING THE STAGE

- Your LEAs data indicates that you have been identified with significant disproportionality
- The identification for significant disproportionality is not the same for all LEAs

SETTING THE STAGE

- Discipline
- Educational Environments
> 80% in General Education
- Identification by Race/Ethnicity
- Identification by Race/Ethnicity and Eligibility



SETTING THE STAGE

May 2011- Notification

- 31 districts for discipline
- 13 districts for identification
- 0 districts for educational environments



Significant Disproportionality

IDEA 20 U.S.C § 1418(d)

IDEA 20 U.S.C § 1413(f)



Significant Disproportionality

Based on race and ethnicity, the:

- identification of children with disabilities;
- identification of children with particular impairments;



Significant Disproportionality

Data Sources:

- Identification
 - December 1, 2009 & November 17, 2010

Significant Disproportionality

Identification of students with disabilities

For two years:

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

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

- Risk Ratio > 3.0
 - Operating District or Resident District



Significant Disproportionality

Based on race and ethnicity, the:

- placement of children with disabilities in particular educational settings;
- incidence, duration, and type of disciplinary actions

Significant Disproportionality

- Educational Environments
 - December 1, 2009 & November 17, 2010
- Discipline
 - MSDS – 2009-2010 School Year

Significant Disproportionality

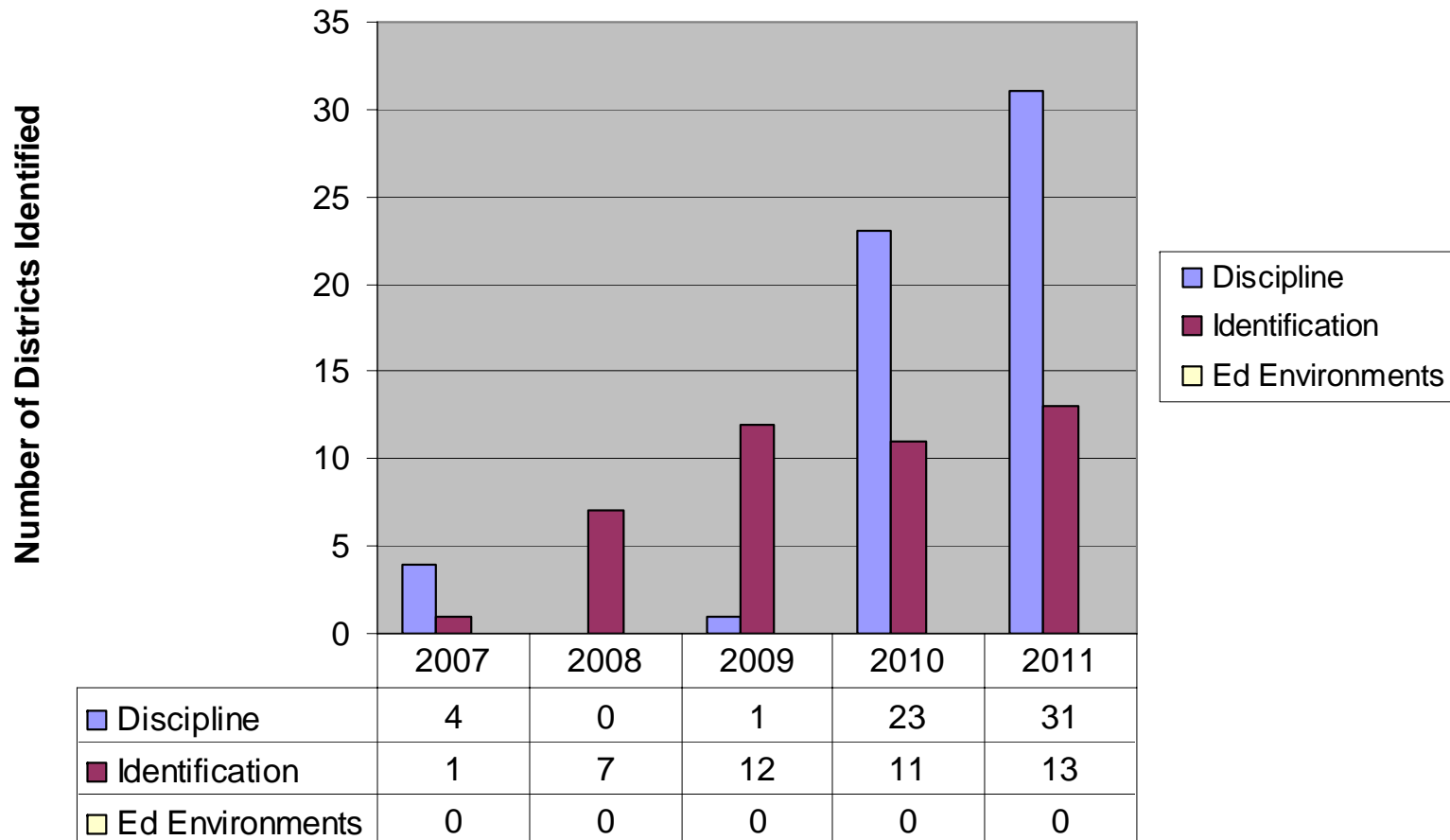
Discipline

For one year:

- Weighted Risk Ratio, Alternate Risk Ratio or Risk Ratio > 3.0
 - Operating District Only
 - Out of School +10 days
 - Out of School 2-10 days
 - In-School +10 days
 - In-School 2-10 days

Significant Disproportionality

Significant Disproportionality





FEDERAL REQUIREMENTS FOR SIGNIFICANT DISPROPORTIONALITY

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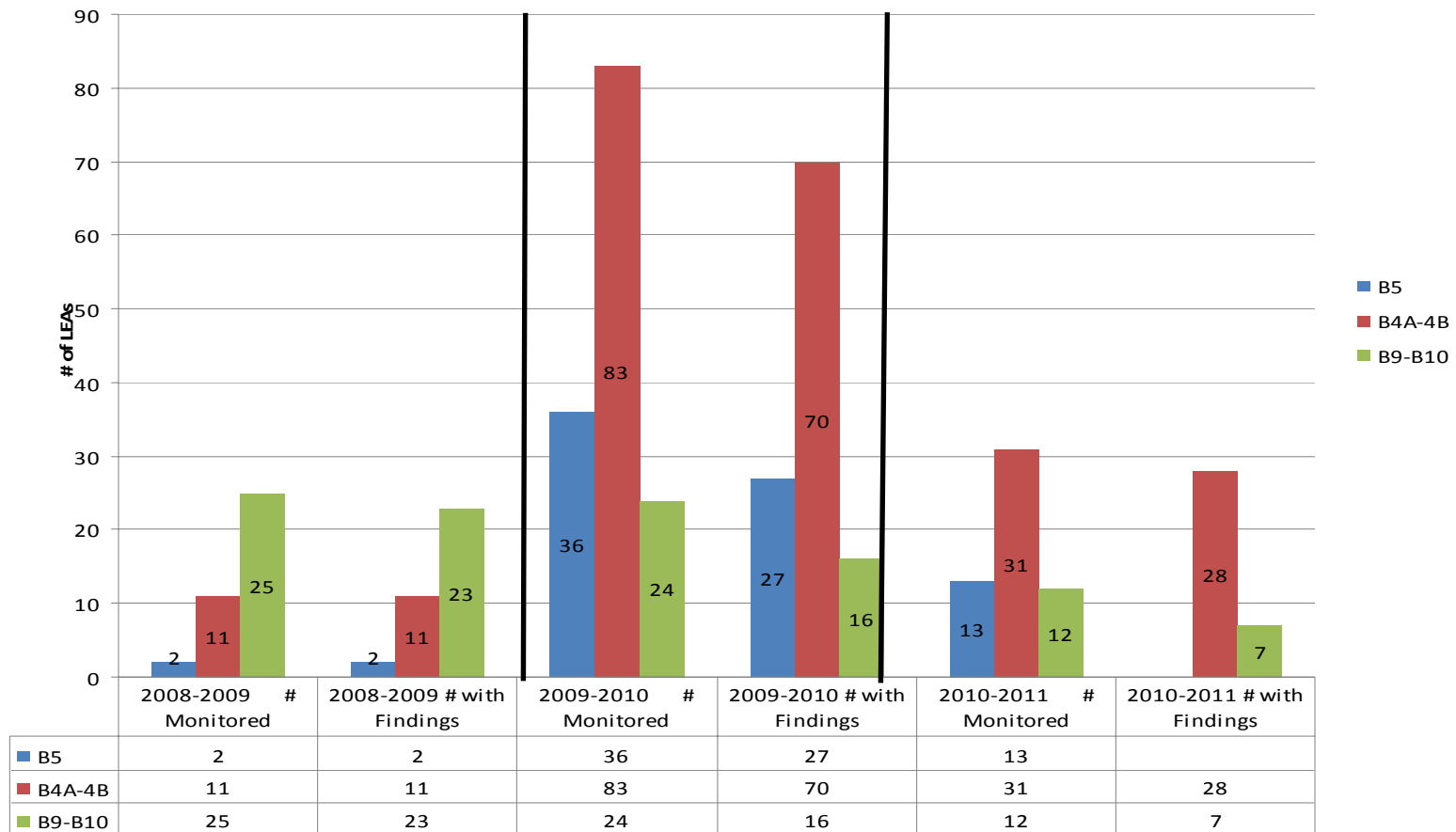


Significant Disproportionality

- Review policies, procedures, and practices.
- Publicly report any policies, procedures or practices that are changed.
- Coordinated Early Intervening Services (CEIS)

Significant Disproportionality

Focused Monitoring With Findings



Significant Disproportionality

- Publicly report any policies, procedures or practices that are changed.

- Suggestion
 - Present to the Board of Education
 - Submit Board of Education Agenda
 - Copy of PowerPoint



Significant Disproportionality

- Coordinated Early Intervening Services (CEIS)
 - Districts with significant disproportionality are required to initiate coordinated early intervening services.

Significant Disproportionality

☐ Coordinated Early Intervening Services

- IDEA funds
 - 15% of the Section 619 (preschool)
 - 15% Section 611 (flowthrough) funds

Significant Disproportionality

- Coordinated Early Intervening Services
 - IDEA funds Section 619
 - Kindergarten students only



Significant Disproportionality

- Coordinated Early Intervening Services
 - General Education Initiatives
 - Academic or Behavioral Support
 - K-12 but emphasis on K-3
 - Professional Development



Significant Disproportionality

Coordinated 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.

Significant Disproportionality

- Coordinated Early Intervening Services
 - Identify students for one-year CEIS activities
 - Maintain database for three (3) years for identified student population that received benefit from CEIS
 - Report to OSE-EIS any students who are subsequently identified as eligible for special education programs and/or services.

CEIS

- Program Design
 - Who:
 - Realistic # of students to be served
 - General Education At-Risk Students
 - What:
 - What will money be spent on?
 - e.g. professional development or staff salary, etc..

CEIS Sample

Objective:

CEIS will be implemented to increase successful academic intervention in order to decrease the amount of referrals for special education. Interventions will be provided to 16 (4 for each grade level) students in grade 1-4 who presently are flagged as below grade level based on documentation gathered from NWEA.

CEIS Sample

Activity 1

- Subscriptions to Learning A – Z will be purchased in order to provide early interventions to the targeted students.
- Subscriptions will be used for all low students as identified on the NWEA but will be tracked specifically in the 16 targeted students.
 - **(This is not designed to support only the 16 students identified or targeted unless costs are prorated.)**

CEIS Sample

Activity 2

- Read Naturally will be used to develop and strengthen essential reading and decoding skills in targeted population. It will be used for all low students as identified on the NWEA but will be tracked specifically in the 16 targeted students.
 - **(May use it to follow all students but if purchasing program must only purchase for 16 students or prorate costs.)**

CEIS Sample

Activity 3

- Intervention will be provided via instruction in pull-out settings/push in and will vary depending on student need. There is an At Risk teacher as well as several at risk paraprofessionals already in place to provide these services.
 - **(Paying for at-risk teacher and the para are allowable costs IF they are only working with identified students)**

CEIS Sample

Objective:

- Provide behavioral intervention to students at transition grades who are at-risk for suspension and expulsions. Approximately 50 students (grades 5 & 6) and 50 students (grades 8 & 9).

CEIS Sample

Activities

- Two behavior intervention specialists will be hired to monitor the academic progress, discipline, attendance and family issues of identified students. Behavior intervention specialist will provide services to grade 5 and 6 group and the other specialist will service the grade 8 and 9 group.
- Intervention Specialists will provide mentoring opportunities for students.

CEIS Sample

Activities

- Facilitate groups including conflict resolution, anger management, motivation, etc.
- Member of Response to Intervention Team (RtI)
- Individual meetings with students. Parent and staff meetings

CEIS Sample

Budget

- 2 Intervention specialists for 40 hours per week
X \$30 per hour X 2 = \$2,400 per week + \$632
FICA/Retirement = \$3,032 total per week.
\$3,032 per week x 40 weeks = \$121,280
- Professional Development: \$5,000
- Supplies and Materials: \$3,000



CEIS

**Program Design Review
due to Eleanor
no later than July 1, 2011**



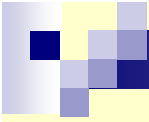
Overview

- Significant Disproportionality is based on data
- It is not based 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.



Overview

- 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.
- Coordinated Early Intervening Services (CEIS) will not change our data.
- Our policies, procedures and practices are fine.



RESOURCES

Data Questions?

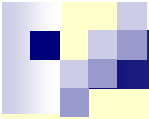
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Finance Questions?

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