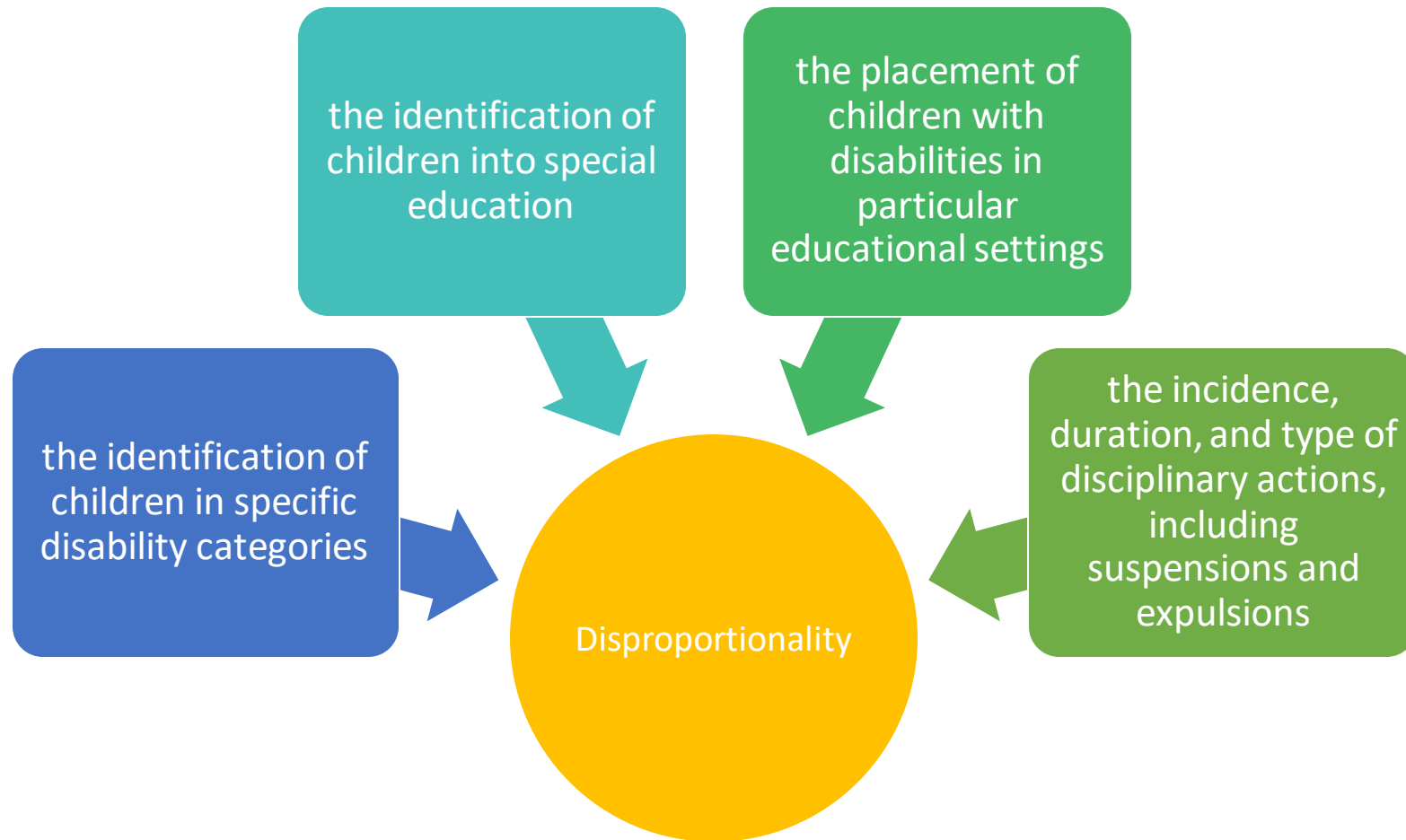


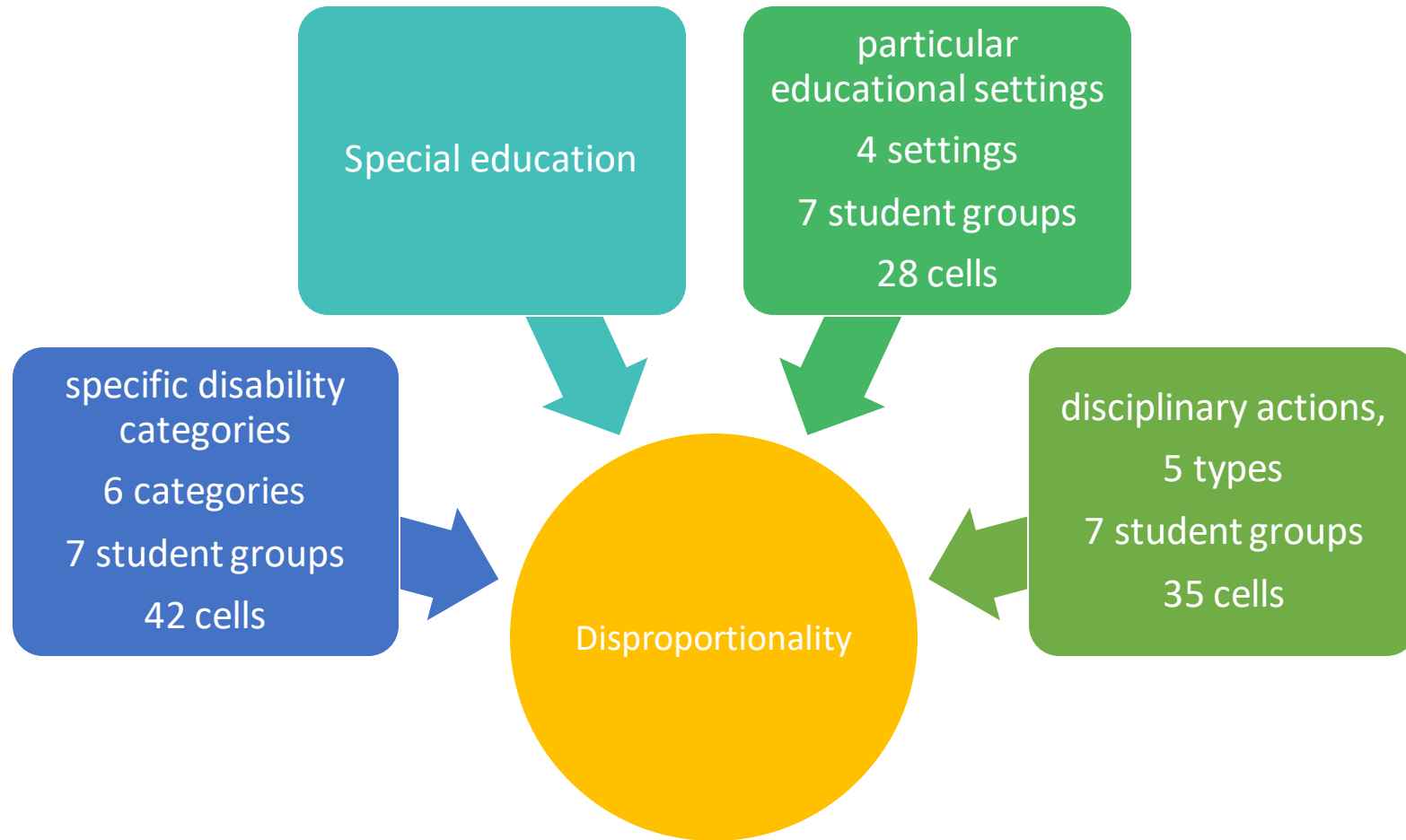
# Significant Disproportionality

February 10, 2021

# What is Disproportionality



# In Reality



# What is Disproportionality?

- As of 2016 , this is calculated using a risk ratio.
- A risk ratio is a calculation performed by dividing the risk of a particular outcome (special education identification) for children in one racial or ethnic group within the LEA by the risk for children in all other racial and ethnic groups within the LEA. Risk ratios in excess of 3.0 are considered to be the result of inappropriate identification. This calculation is conducted for each of the following disability categories:
  - For example, if there were 40 African American students identified with intellectual disability out of 200 African American students 40 divided by 200 is .20, or 20%.
  - If 20% of African American students are identified as having a disability and 5% represents the risk of being identified for students overall, dividing 20% by 5% results in a ratio of 20/5, or commonly expressed as 4.0.
  - A risk ratio of 1.0 indicates a specific group is no more or less likely to be identified as having a disability, or be suspended or expelled, than any other racial or ethnic group.
  - The state's acceptable risk ratio is 3.0

# What is our status?

- Overall Disability
- Separate Settings
- Discipline
- Disability by race/ethnicity
  - For the category of Intellectual Disability, African American students were identified with a risk ratio of 3.29, where the maximum ratio is 3.0
    - This calculation is based on 15 African American students in Mt. Diablo being identified with Intellectual Disability in the 2019-2020 school year.

# What is Significant Disproportionality

- If you are Disproportionate in any “cell” for this year and two out of the past three years, you are Significantly Disproportionate
  - For us, we were Disproportionate for one cell for the past three years.

	<b>Number of Students</b>	<b>Ratio</b>
2017-2018	22	3.83
2018-2019	15	3.51
2019-2020	15	3.65

# Ongoing research has identified a number of factors that contribute to disproportionality

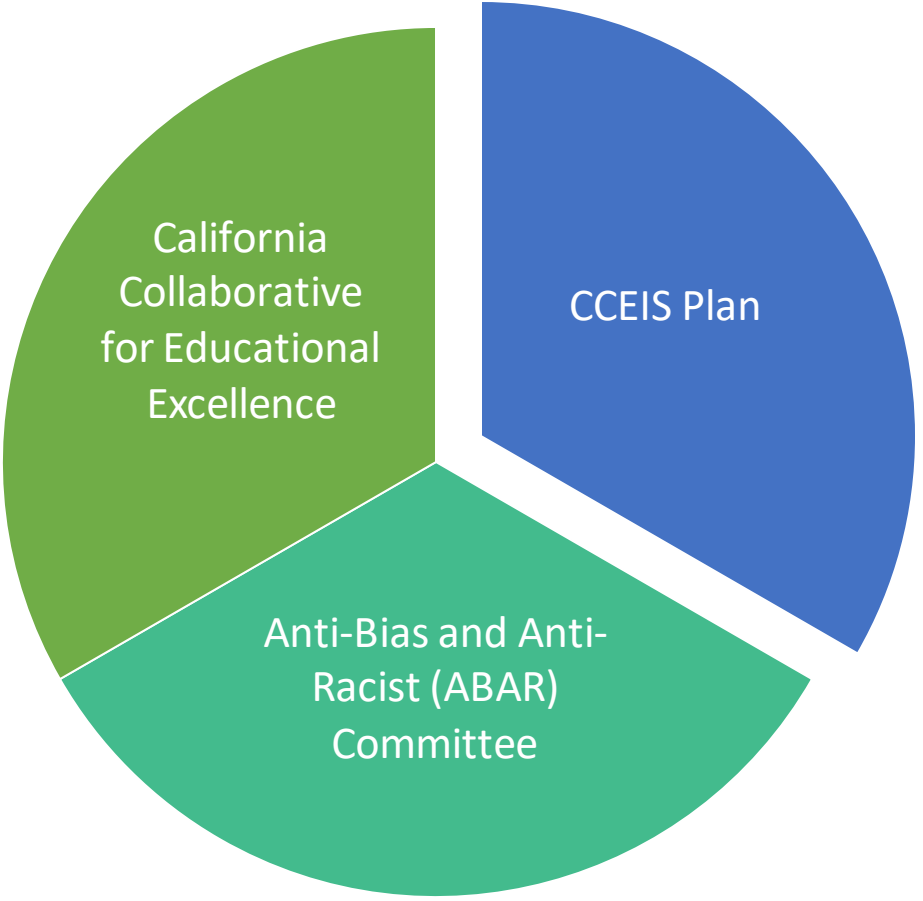
- Personal and institutional beliefs about cultural characteristics of students and families
- Policies that rely on subjective assessments of student behavior and achievement
- Practices and procedures that result in students being given disciplinary consequences and improper placement rather than support and coaching.

# What does this mean?

- Under the Federal Individuals with Disabilities Education Act (IDEA) requirements, if a LEA is identified as significantly disproportionate, the LEA must reserve 15 percent of its 611 and 619 IDEA grant funds to provide services to students in the LEA.
  - These services are for both students who currently receive special education services and who do not currently receive special education services, but who need additional academic and behavioral supports to succeed in a general education environment.



# Aligning the Work to District Initiatives





Audit IEP psycho-educational reports to analyze if the correct eligibility category was identified

Audit IEP plans to verify the correct eligibility category was identified

Year long cultural competency training for psychologists for the 2018-2019 school year

Trained psychologists on procedures related to assessment in all eligibility categories

Updated assessment report templates to align to current education code and district policies

# What are our next steps?

- Create a Comprehensive Coordinated Early Intervening Services (CCEIS) Plan-
  - Allocate 15% of our federal special education funds to enhance equitable identification practices and reduce disproportionality
  - Continue with existing steps in place
  - Provide ongoing anti-bias and anti-racist training to staff as they identify students with disabilities
  - Provide ongoing training in the proper identification techniques to assess African American students, aligned to the Larry P. regulations and district policies
  - Audit newly identified students to maintain consistent identification practices
  - Work with a CCEIS Committee to identify other steps to continue to reduce the number of African American students identified with intellectual disability
  - Implement, Monitor and Adjust the plan for efficacy