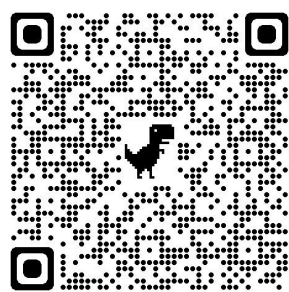# ID
INVESTIGATION

DISPROPORTIONALITY

ALL IN
INCLUSIVE LEARNING. FULL ACCESS. BETTER OUTCOMES.

Through the lens of Dispute Resolution
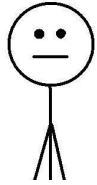
Becca Chism

Rick Porter

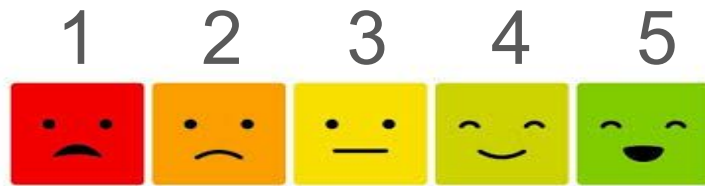InvestigationDispro

LEADERSHIP SUPPORT SERVICE

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- ADHD- Picture a student with ADHD. Draw a picture of that student on a post it note. Hold on to that picture, we will use it later.

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How are you feeling?

1   2   3   4   5
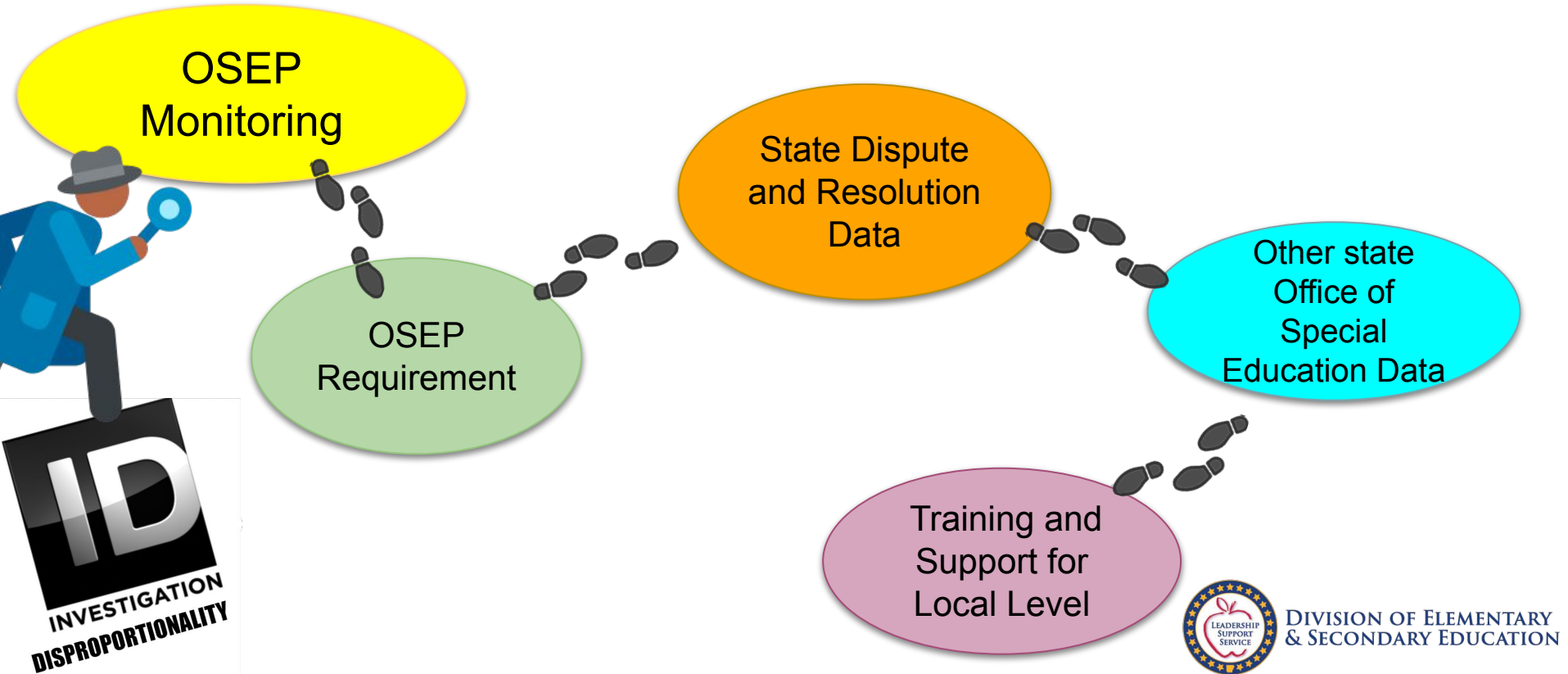
1
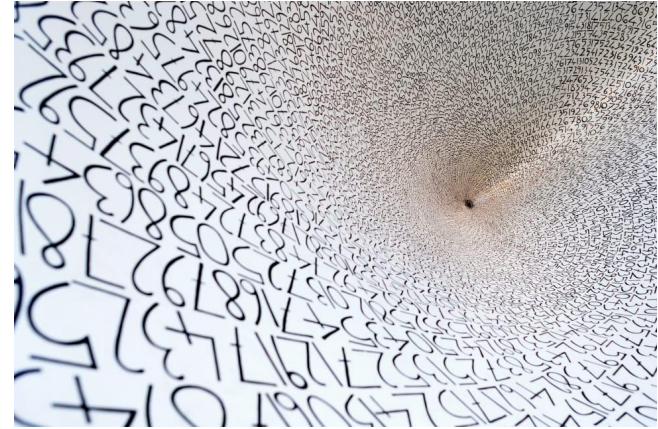
2

3

4

5

DIVISION OF ELEMENTARY & SECONDARY EDUCATION
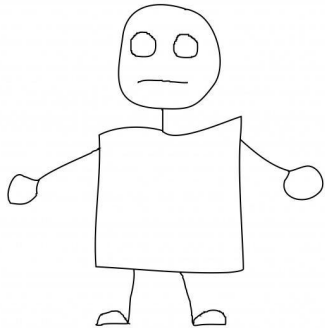
How we got here…

By the Numbers

- 67,000 students
- 76% F&R Lunch
- 64% Boys
- 66% Learned Virtually 20-21
- 80+% Avg IQ

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Where we are going…

Significant Disproportionality
14 indicators measured against 7 different ethnicity categories for up to 98 total measures per LEA

- Eligibility for Special Education

- Identification by selected eligibility category

- LRE- Regular Class placement less than 40% or separate school

- Discipline- ISS, OSS less than 10 days, over 10 days and total removals

ID
INVESTIGATION
DISPROPORTIONALITY

LEADERSHIP SUPPORT SERVICE
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Significant Disproportionality- Risk
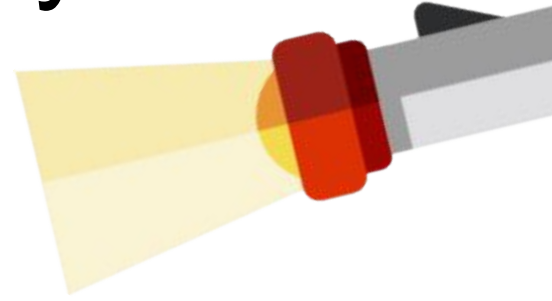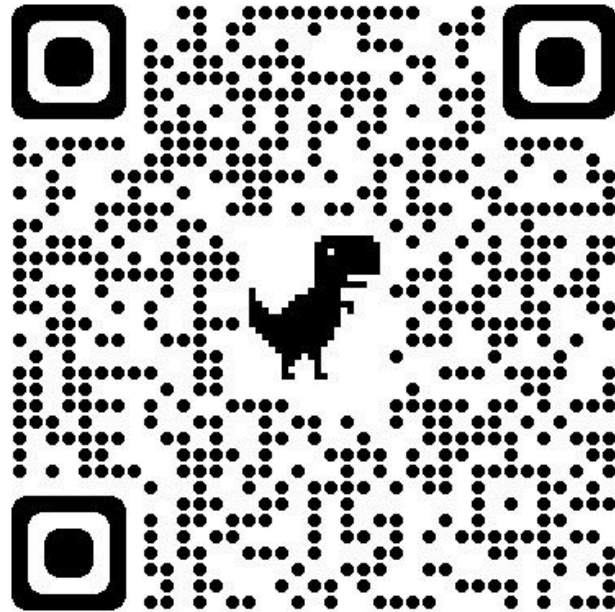
40

40/200=20%

200

Significant Disproportionality- Risk Ratio

200

2000

10%

40/200=20%
200/2000=10%
2.0 Risk Ratio

2.0=2x as likely
3.0=3x as likely

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LEADERSHIP SUPPORT SERVICE

Significant Disproportionality
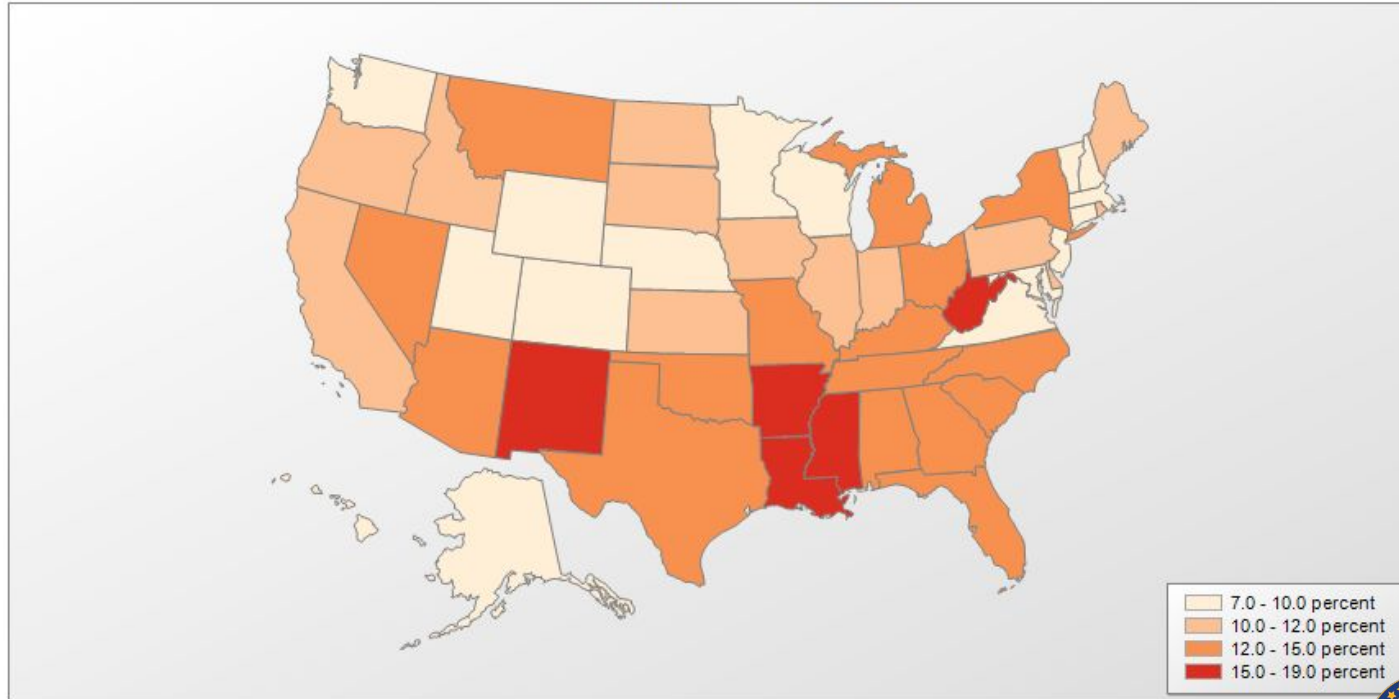
Arkansas vs Poverty

Percent of total population in poverty, 2020

Arkansas vs Poverty

Percent of total population in poverty, 2020: Arkansas
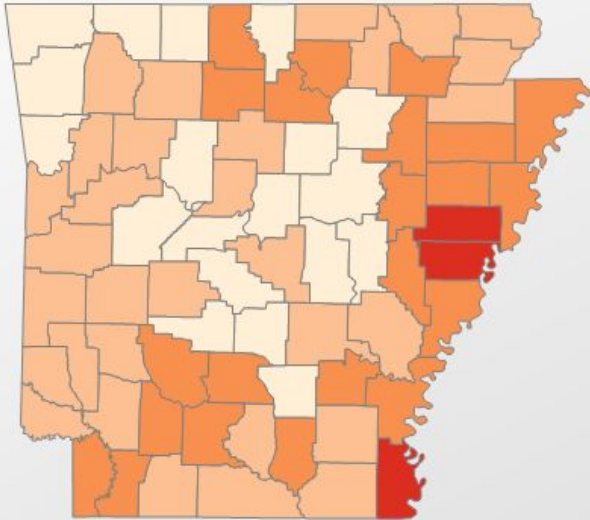
Percent of total population in poverty, 2021: Arkansas

7.9 - 14.0 percent
14.0 - 19.0 percent
19.0 - 25.0 percent
25.0 - 36.0 percent

Poverty Atlas

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& SECONDARY EDUCATION

LEADERSHIP
SUPPORT
SERVICE
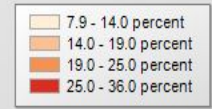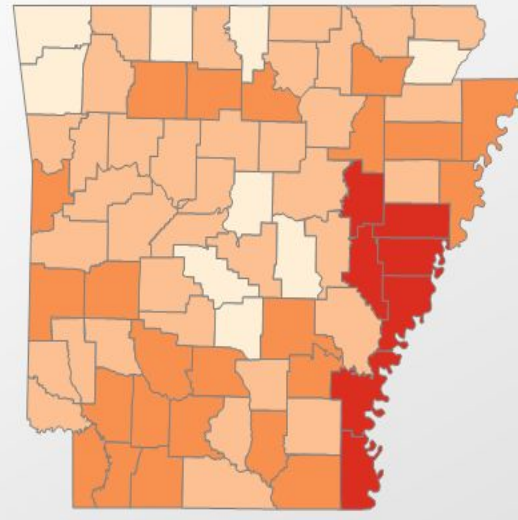
Eligibility Categories
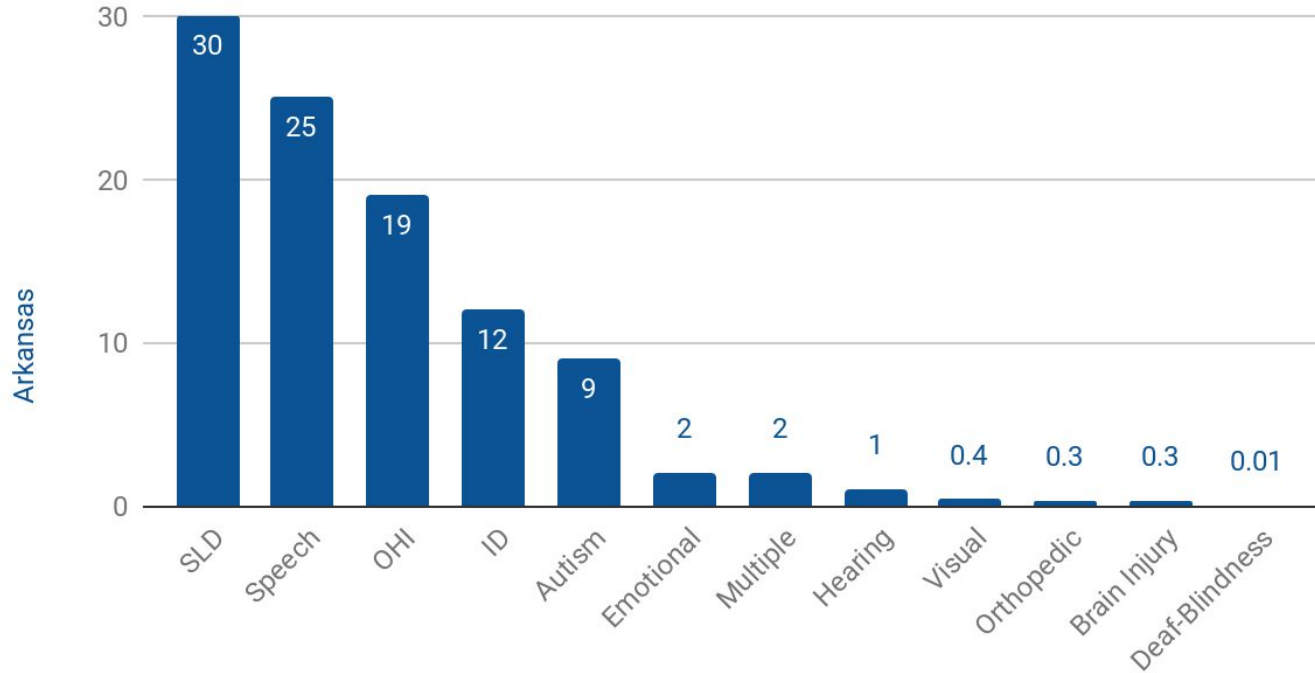
Identification - Intellectual Disability

- National average   6%
- Arkansas   12%

Overidentification of ID above 3.0 on the Risk Ratio Threshold this year Year One: **Number of Districts**

- White- ID   1
- Hispanic- ID   2
- Black- ID   20

Intellectual Disability
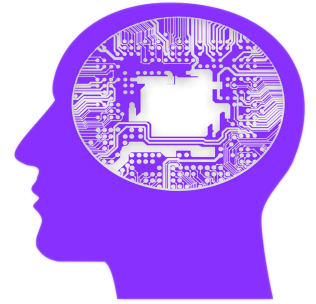
DEFINITION of:

"Intellectual disability"

● means significantly subaverage general intellectual functioning, existing concurrently with;

● deficits in adaptive behavior and manifested during the developmental period;

● that adversely affects a child's educational performance.

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Intellectual Disability

IV. REQUIRED EVALUATION DATA
A. Social History
B. Individual Intelligence (One required)
C. Individual Achievement (One required)
D. Adaptive Behavior (One required)
E. Communicative Abilities (Required as indicated below)
F. Other 1. Programming (Required)
a. If appropriate, specific subject areas given the functioning level of the student b.
Functional skills assessment Functional skills assessment is evaluating the ability of an individual to perform the activities required on a daily basis in his/her natural environments. Functional skills assessment is based on information obtained from observations and interviews with family members, teachers, related services personnel and/or the student via an ecological inventory. The ecological inventory is then used to identify the skills that are needed in specific settings in which the individual currently functions and will function in the future.

Intellectual Disability

VI. EVALUATION DATA ANALYSIS I

In making a diagnosis of an intellectual disability, the AAMR suggests that the condition exists if
(1) the person's intellectual functioning level is below IQ 70- 75,
(2) the onset is age 18 or below and
(3) there are significant disabilities in two or more adaptive skill areas.
In interpreting evaluation data, the committee must consider the effects of cultural and linguistic diversity on communication and behavior. The existence of limitations in adaptive skills should be reflective of the context of community environments typical of the student's age peers. To obtain a comprehensive picture of the student's abilities, all assessment information gathered must be integrated. The information derived from assessment of the student's functioning levels in usual or natural environments is of primary importance to the development of an appropriate educational program.

- Put the picture of the student you drew earlier on the chart paper.
- Describe this student you drew…
- What do you ask yourself when you consider a student with this DX?
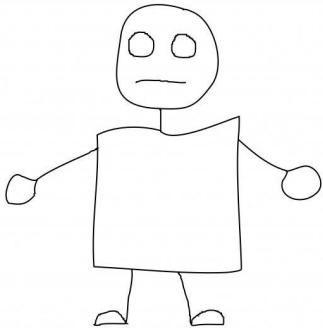
Other Health Impaired (ADHD)

- We are asking the wrong question- How is this behavior impacting the classroom?

- How much time is that behavior taking from participation in the general education curriculum?
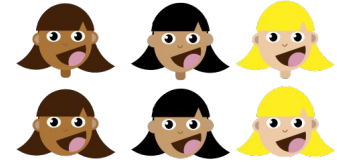
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ADHD in Girls

CHILD COUNT

District December 1, 2021 Enrollment	1,231
Percent Special Education	15.68%
Special Education December 1, 2021 Child Count	193

By Race

American Indian/Alaska Native	2
Asian	0
Black	1
Hawaiian Native/Pacific Islander	0
Hispanic	5
White	181
Two or More Races	4

By Disability

Intellectual Disability	8
Speech/Language Impairment	55
Specific Learning Disability	42
Autism	25
Emotional Disturbance	4
Other Health Impairment	52
Other	7

By Gender

Male	117
Female	76

What does the Data look like for this District?

SPECIAL EDUCATION DISTRICT PROFILE 2021/22

DISTRICT: ▮▮▮▮▮▮▮▮▮▮▮▮ LEA: ▮▮▮▮▮

CHILD COUNT

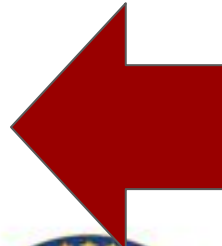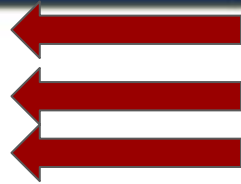|	
District December 1, 2021 Enrollment	1,625
Percent Special Education	11.26%
Special Education December 1, 2021 Child Count	183

By Race

American Indian/Alaska Native	1
Asian	0
Black	76
Hawaiian Native/Pacific Islander	0
Hispanic	4
White	99
Two or More Races	1

By Disability

Intellectual Disability	44
Speech/Language Impairment	34
Specific Learning Disability	37
Autism	12
Emotional Disturbance	3
Other Health Impairment	43
Other	10

By Gender

Male	122
Female	61

Let's look at YOUR District Data
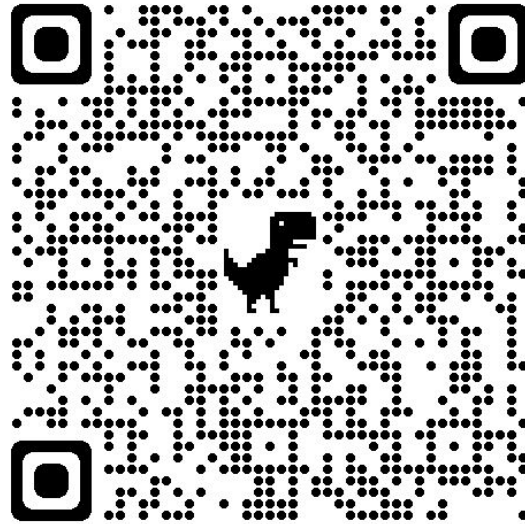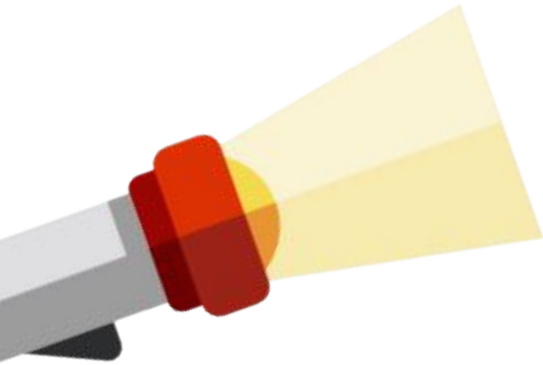
Inclusive Education Research & Practice

"No studies conducted since the late 1970's have shown an academic advantage for students with intellectual and other developmental disabilities educated in separate settings."

Bui, X., Quirk, C., Almazan, S., & Valenti, M. (2010). Inclusive Education Research and Practice. Retrieved February 18, 2021, from mcie.org.

Trends - Six Years of Indicator B5A Data
Inside the regular classroom 80% or more of the day

Y-axis: Inside the regular classroom 80% or more of the day (0.00 to 100.00)

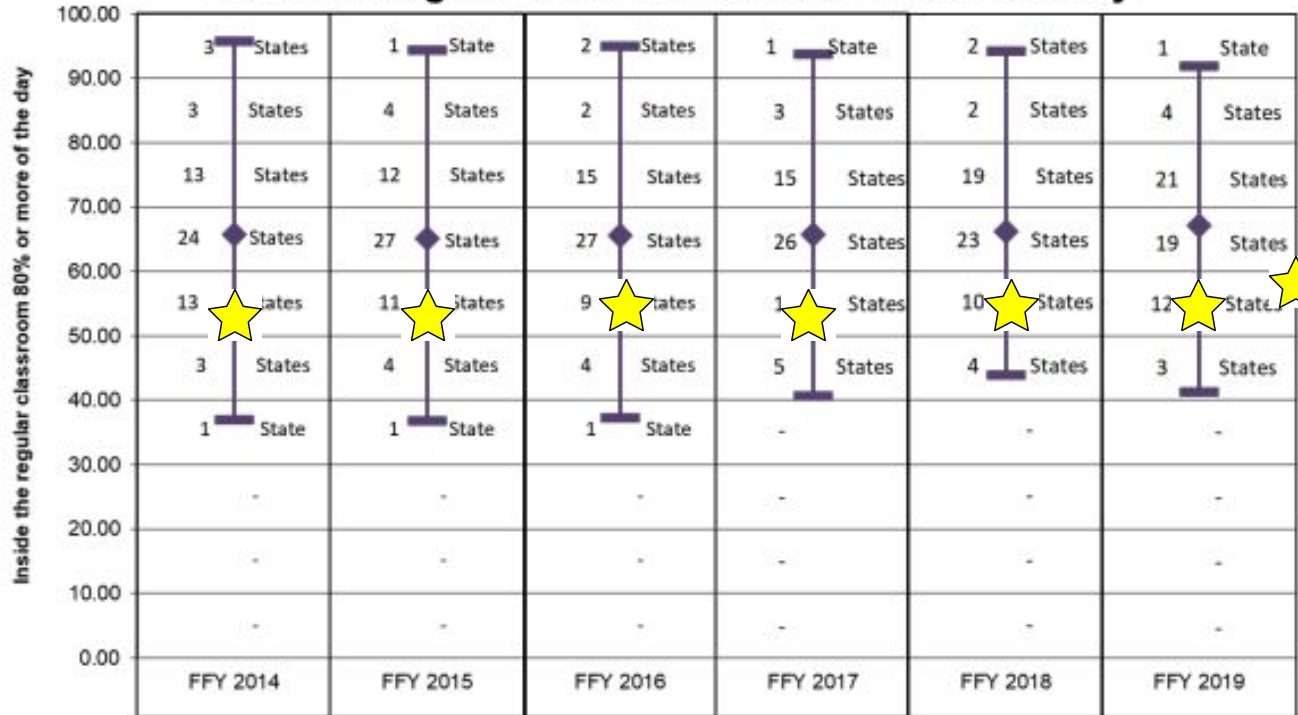|	FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2018	FFY 2019
~95	3 States	1 State	2 States	1 State	2 States	1 State
~85	3 States	4 States	2 States	3 States	2 States	4 States
~75	13 States	12 States	15 States	15 States	19 States	21 States
~65	24 States	27 States	27 States	26 States	23 States	19 States
~55	13 States	11 States	9 States	1 States	10 States	12 States
~45	3 States	4 States	4 States	5 States	4 States	3 States
~37	1 State	1 State	1 State	-	-	-

FFY 2020 58.8%

Core plus more

Intensive intervention

Targeted intervention

Core grade level Instruction

Historically

Special Education
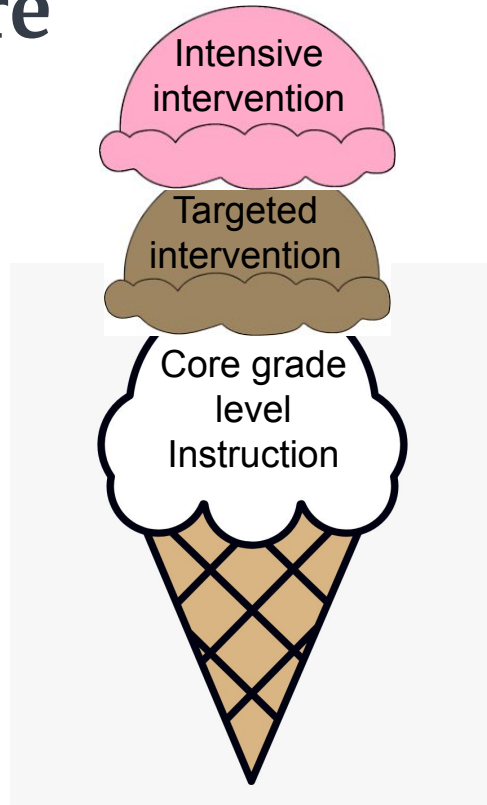
Year 1 Risk Districts for Removals

ISS >10	ISS <10	OSS >10	OSS <10	Total removals
B- 6	B- 10	B- 9	B- 10	B- 18
T- 1	W- 3		H- 1	H- 3
			T- 1	T- 2
				W- 1

Chart View

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LEADERSHIP SUPPORT SERVICE
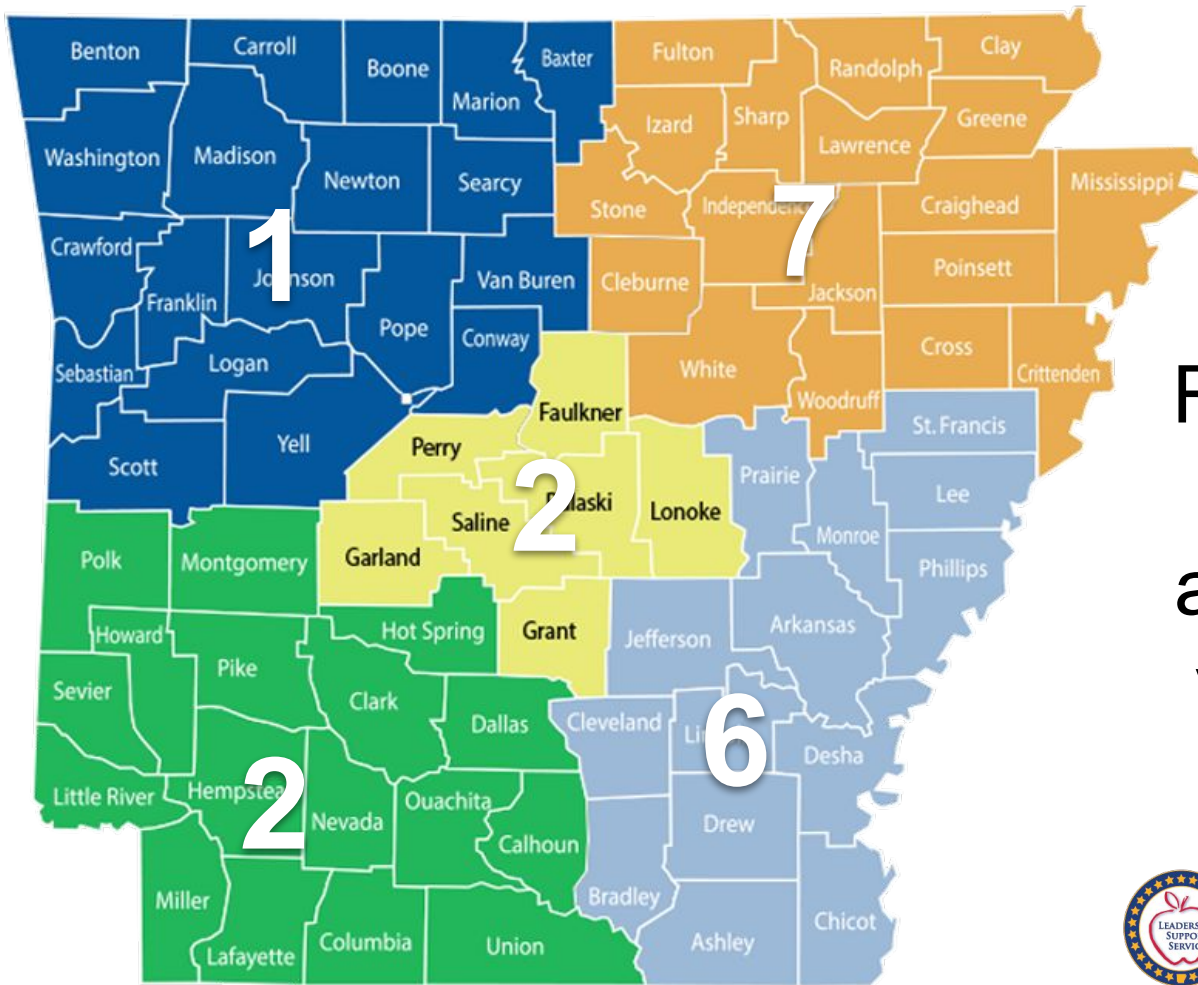
Total Removals **black** above 3.0 year one

DISTRICT:		LEA	

A blank field in this section is due to small cell counts based on the State's criteria or the risk is too negligible to calculate a **Risk Ratio**. A value greater than 3.00 in *RED* for *three consecutive years* in the same racial/ethnic group requires a district t provide Comprehensive Coordinated Early Intervening Services.

PART 4a. Significant Disproportionality: Discipline: OUT OF SCHOOL (OSS) (3 year pattern)

Race Group by School Year		American Indian/ Alaskan Native	Asian	Black (Non-Hispanic)	Hispanic	Hawaiian/ Pacific Islander	Whitie(Non-Hispanic)	Two or more
Discipline (OSS < 10 days)	2021			1.28				
	2020			1.30				
	2019			1.97				
Discipline (OSS > 10 days)	2021			1.28				
	2020							
	2019							

PART 4b. Significant Disproportionality: Discipline: IN-SCHOOL (ISS) (3 year pattern)

Race Group by School Year		American Indian/ Alaskan Native	Asian	Black (Non-Hispanic)	Hispanic	Hawaiian/ Pacific Islander	Whitie(Non-Hispanic)	Two or more
Discipline (ISS < 10 days)	2021							
	2020			2.75			0.35	
	2019			3.75			0.42	
Discipline (ISS > 10 days)	2021			7.36				
	2020			0.58				
	2019			10.22				

PART 4c. Significant Disproportionality: Discipline: TOTAL REMOVALS (3 year pattern)

Race Group by School Year		American Indian/ Alaskan Native	Asian	Black (Non-Hispanic)	Hispanic	Hawaiian/ Pacific Islander	Whitie(Non-Hispanic)	Two or more
Total Disciplinary Removals	2021			1.84			0.46	
	2020			2.40			0.47	0.75
	2019			4.27			0.37	

District CCEIS Data
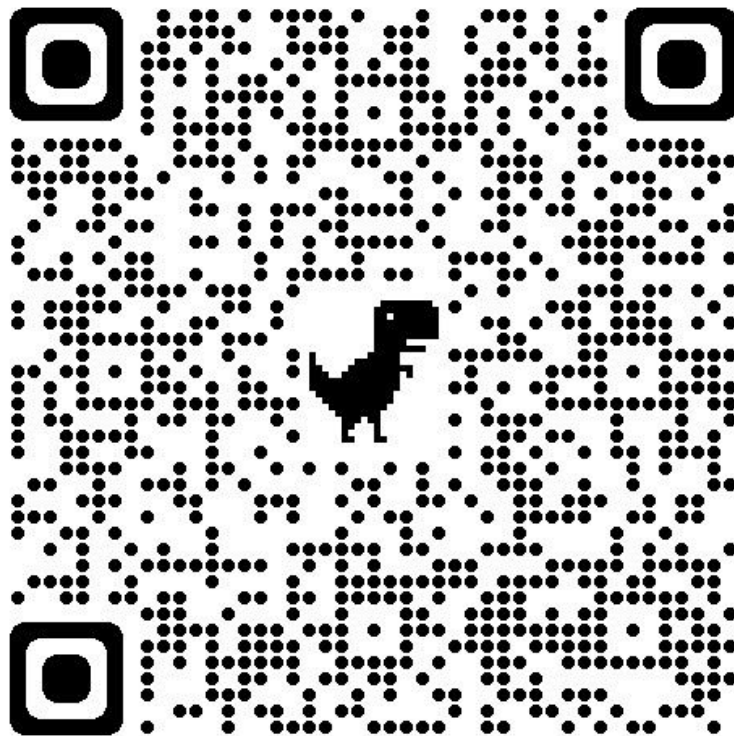
Cause 1:

Gaps in curriculum and instructional implementation disproportionately affect struggling learners.

Cause 2:

Inconsistent prereferral process

Cause 3:
Limited Beliefs of Ability

(deficit thinking, poverty discipline)

"Every system is perfectly designed to get the results it gets."
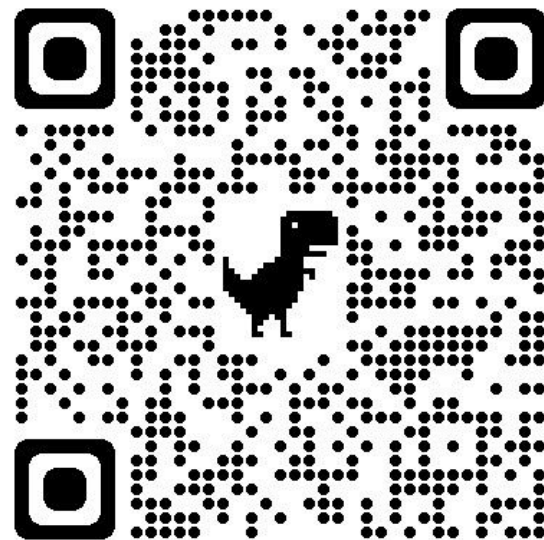
—W. Edwards Demming

INVESTIGATION
DISPROPORTIONALITY

ID

LEADERSHIP SUPPORT SERVICE

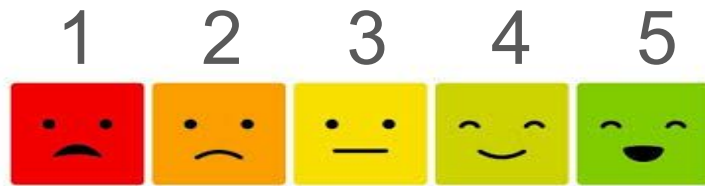DIVISION OF ELEMENTARY & SECONDARY EDUCATION

ALL IN

INCLUSIVE LEARNING. FULL ACCESS. BETTER OUTCOMES.

[Inclusive Practices Toolkit](#)

How are you feeling?

1   2   3   4   5

1

2

3

4

5

Rick Porter, rick.porter@ade.arkansas.gov

Becca Chism, becca.chism@ade.arkansas.gov

501-682-4221