

Attachment 2: Explanation of Progress or Slippage

In comparing the race/ethnicity of the total student population to the race/ethnicity of students with disabilities through the use of Attachment 2 and the “20% Rule”, there are possible areas of State disproportionality in each of the following categories:

| | Over-representation | Under-representation |
|---|---|---|
| Identification of children as children with disabilities (overall) | <ul style="list-style-type: none"> ◆ African American students, Hispanic students, and American Indian students | <ul style="list-style-type: none"> ◆ Asian students |
| Identification of children as children with a particular disability | <ul style="list-style-type: none"> ◆ African American students in MR, ED, OI, and SLD ◆ Hispanic students in MR, HI, SLI, ED, SLD, and DB ◆ American Indian students in HI, SLI, ED, OI, OHI, and SLD | <ul style="list-style-type: none"> ◆ African American students in OHI and TBI ◆ Hispanic students in OI, OHI, AUT, and TBI ◆ American Indian students in VI and AUT ◆ Asian students in MR, SLI, ED, OI, OHI, SLD, MD, TBI, and DD ◆ White students in MR |
| Identification of children as children in a particular educational environment | <ul style="list-style-type: none"> ◆ African American students in “SPED Outside Regular Class More than 60% of Day”, “Public Separate School Facility”, “Private Separate School Facility”, and “Public Residential Facility” ◆ Hispanic students in “SPED Outside Regular Class More than 60% of Day” and “Public Separate School Facility” ◆ American Indian students in “SPED Outside Regular Class Less than 21% of Day”, “SPED Outside Regular Class at Least 21% and No More than 60% of Day”, and “Public Separate School Facility” | <ul style="list-style-type: none"> ◆ African American students in “Homebound/Hospital” ◆ Hispanic students in “Private Residential Facility” and “Homebound/Hospital” ◆ American Indian students in “Private Residential Facility” and “Homebound/Hospital” ◆ Asian students in each of the educational environment categories ◆ White students in “SPED Outside Regular Class More than 60% of Day” |

Description of Current Limitations in Data

Since this is the second student-level data collection, the disproportionality data are considered pilot data and, at this point, only serve to trigger further investigation rather than define systemic problems. Subsequent collections will yield identification of baseline data, as the student-level collection system becomes more refined.

Determining and Addressing Disproportionality

Student-level data is collected through SIMS and provided for Program Quality Assurance (PQA) with the continued guidance of the Information Services and Technology (DATA) Unit. PQA utilizes the data to identify districts with possible areas of disproportionality and further investigates the suggested data points. If disproportionality is found, PQA collaborates with districts to identify the causes of disproportionality and to develop corrective action plans to address these issues. This process is conducted through Coordinated Program Reviews and will also be addressed in the Focused Monitoring program beginning in 2003-04. Focused Monitoring is a pilot program that will begin implementation in five districts and, once refined, will extend to other districts over the next years. Please refer to Performance Indicator B, Appendix A.4 Civil Rights – Methods of Administration (MOA), and Appendix A.6 Special Education Focused Monitoring: Pilot Procedures for a complete explanation of the district-level review process.