

## Attachment 2: Explanation of Progress or Slippage

For 2003-04, MASSDE continued to use *relative difference* as its calculation for determining possibly instances of disproportionality. In comparing the race/ethnicity of the total student population to the race/ethnicity of students with disabilities, the data highlighted in Attachment 2 indicates areas showing greater than 20% disproportionality, either positively or negatively. The chart below lists possible areas of State disproportionality in each of the following categories:

	Over-representation	Under-representation
<b>Identification of children as children with disabilities (overall)</b>	<ul style="list-style-type: none"> <li>◆ African-American students, Hispanic students, and American Indian students</li> </ul>	<ul style="list-style-type: none"> <li>◆ Asian students</li> </ul>
<b>Identification of children as children with a particular disability</b>	<ul style="list-style-type: none"> <li>◆ African-American students in MR, HI, VI, ED, SLD, DB</li> <li>◆ Hispanic students in MR, HI, SLI, ED, DB, DD</li> <li>◆ Asian students in DB</li> <li>◆ American Indian students in MR, ED, OI, OHI, SLD, DB, MD, DD</li> </ul>	<ul style="list-style-type: none"> <li>◆ African-American students in OHI, AUT, TBI</li> <li>◆ Hispanic students in OHI, AUT, TBI</li> <li>◆ Asian students in MR, ED, OI, OHI, SLD, MD, TBI, DD</li> <li>◆ American Indian students in HI, VI, TBI</li> <li>◆ White students in MR, DB</li> </ul>
<b>Identification of children as children in a particular educational environment</b>	<ul style="list-style-type: none"> <li>◆ African-American students in “SPED Outside Regular Class At Least 21% and No More than 60% of the Day”, “SPED Outside Regular Class More than 60% of the Day” and “Combined Separate Facilities”</li> <li>◆ Hispanic students in “SPED Outside Regular Class At Least 21% and No More than 60% of the Day” and “SPED Outside Regular Class More than 60% of the Day”</li> <li>◆ American Indian students in “SPED Outside Regular Class At Least 21% and No More than 60% of the Day” and “SPED Outside Regular Class More than 60% of the Day”</li> </ul>	<ul style="list-style-type: none"> <li>◆ Asian students in “SPED Outside Regular Class Less than 20% of the Day”, “SPED Outside Regular Class At Least 21% and No More than 60% of the Day”, “SPED Outside Regular Class More than 60% of the Day” and “Combined Separate Facilities”</li> <li>◆ White students in “SPED Outside Regular Class More than 60% of the Day”</li> </ul>

### **Description of Current Limitations in the Data**

Since this is the third student-level data collection, the disproportionality data are considered baseline data and, at this point, only serve to trigger further investigation rather than define systemic problems. Subsequent collections will yield identification of trend 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 has also been addressed this year by the Focused Monitoring program. The Special Education Focused Monitoring protocol was piloted in 5 LEAs during FY2003-04. Evaluation of the pilot procedure will be conducted prior to continuation of this new approach. 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.

In 2004-05, MASSDE will consider if it should continue to use the *relative difference* calculation for conducting disproportionality analyses, or if it should begin using *risk ratios* and *weighted risk ratios* to identify possible instances of disproportionate representation.