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Our Students. Their Moment.

Addressing Issues of Disproportionality by Race/Ethnicity in Special Education

Why be concerned about disproportionality?

Statewide Data Results

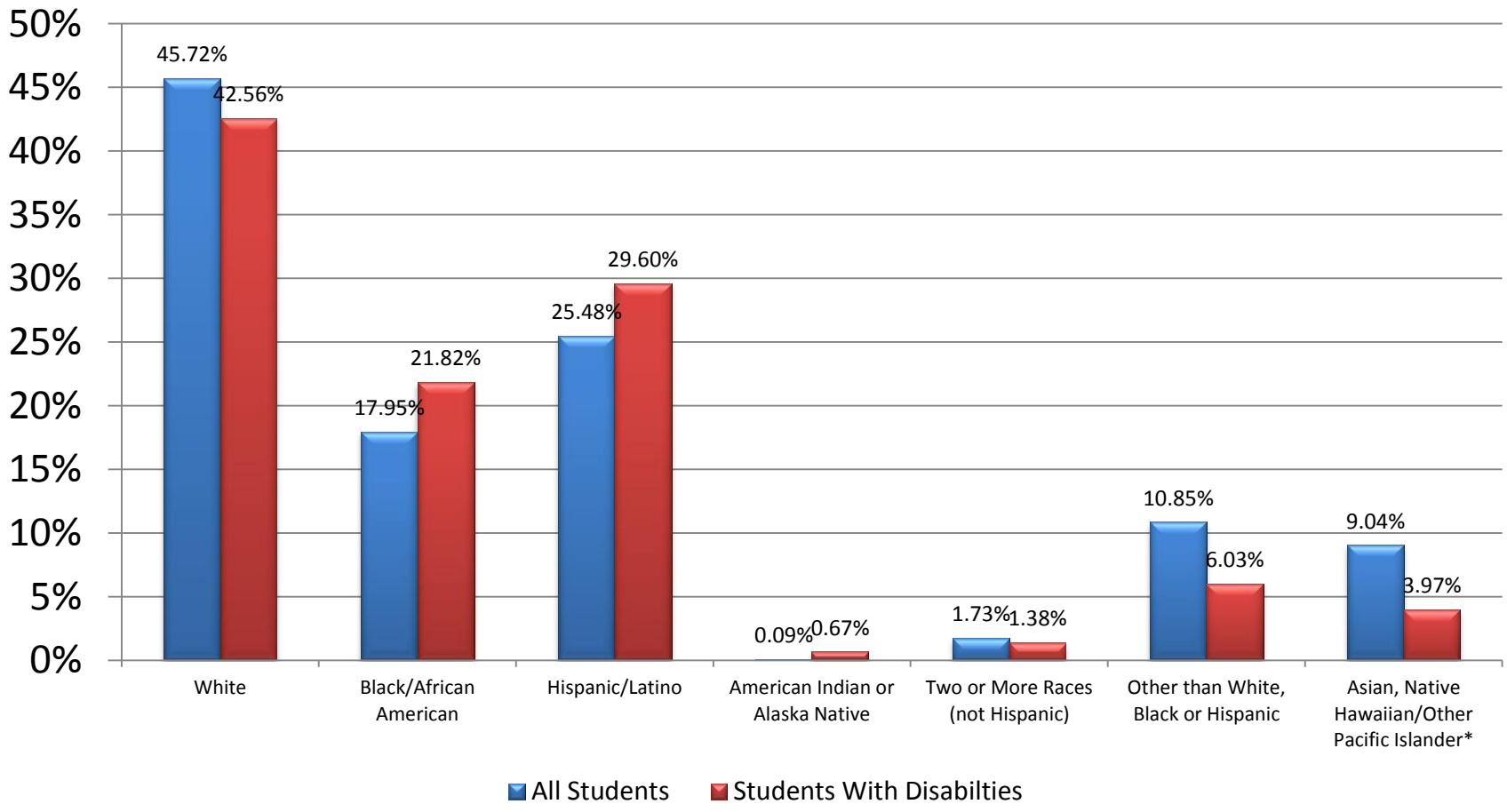
- Black/African American and Hispanic/Latino students are overrepresented in special education, while White students and other racial groups are somewhat underrepresented in the group of students with disabilities. This overrepresentation begins at preschool.

- By disability category, Black/African American students are significantly overrepresented in the categories of emotional disturbance (ED) ,intellectual disability (ID), with over representation also noted for learning disabilities (LD) and speech and language impairment (SLI).

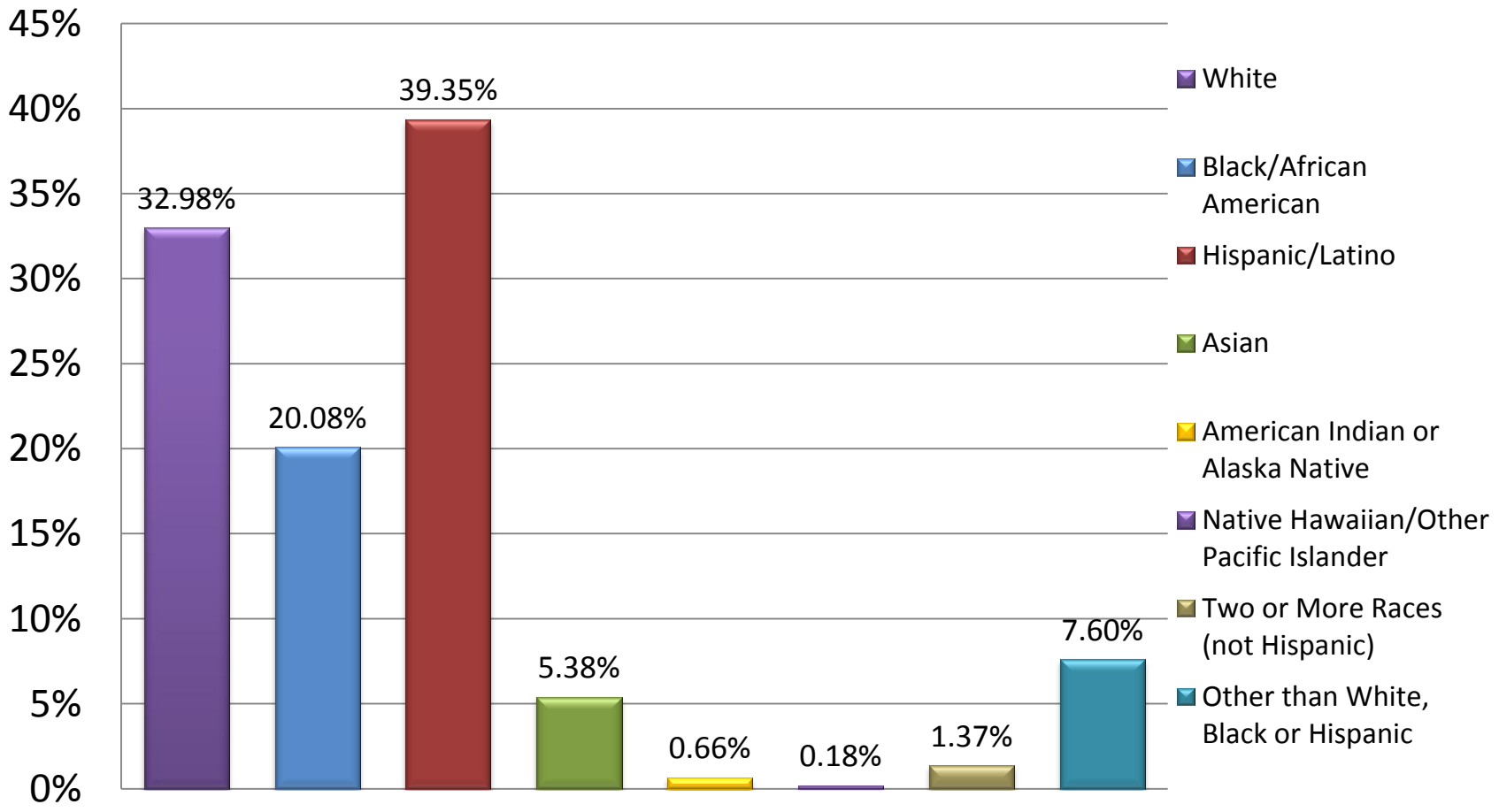
- Hispanic/Latino students are significantly overrepresented in the category of SLI, with overrepresentation also noted in the categories of LD, ED and ID.

- Overrepresentation of Black/African American students in the percent of students spending less than 80 percent of the school day in general education classrooms and placements in separate settings.

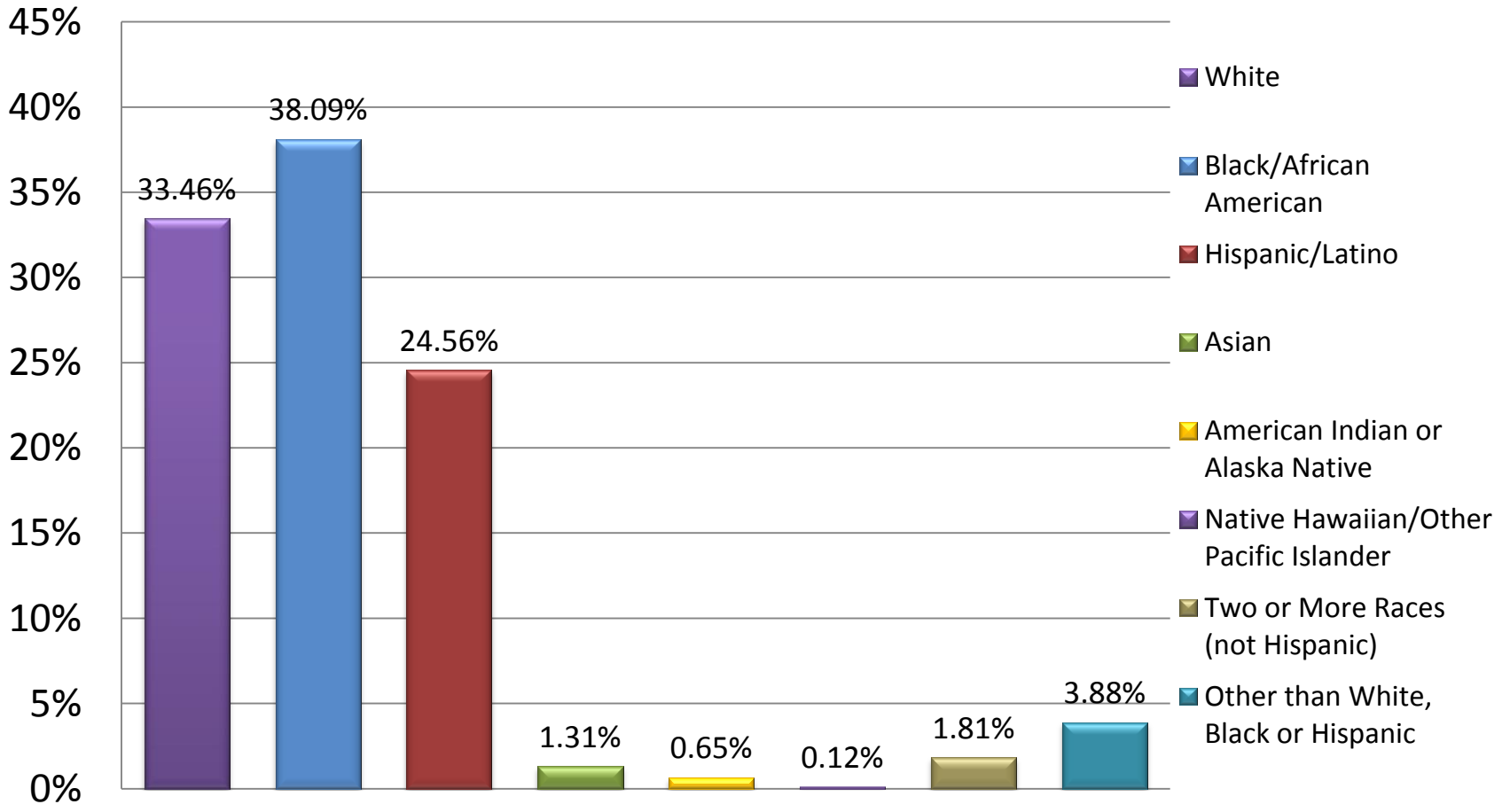
Percent of All Students for each Race/Ethnicity and Percent of Students with Disabilities for each Race/Ethnicity



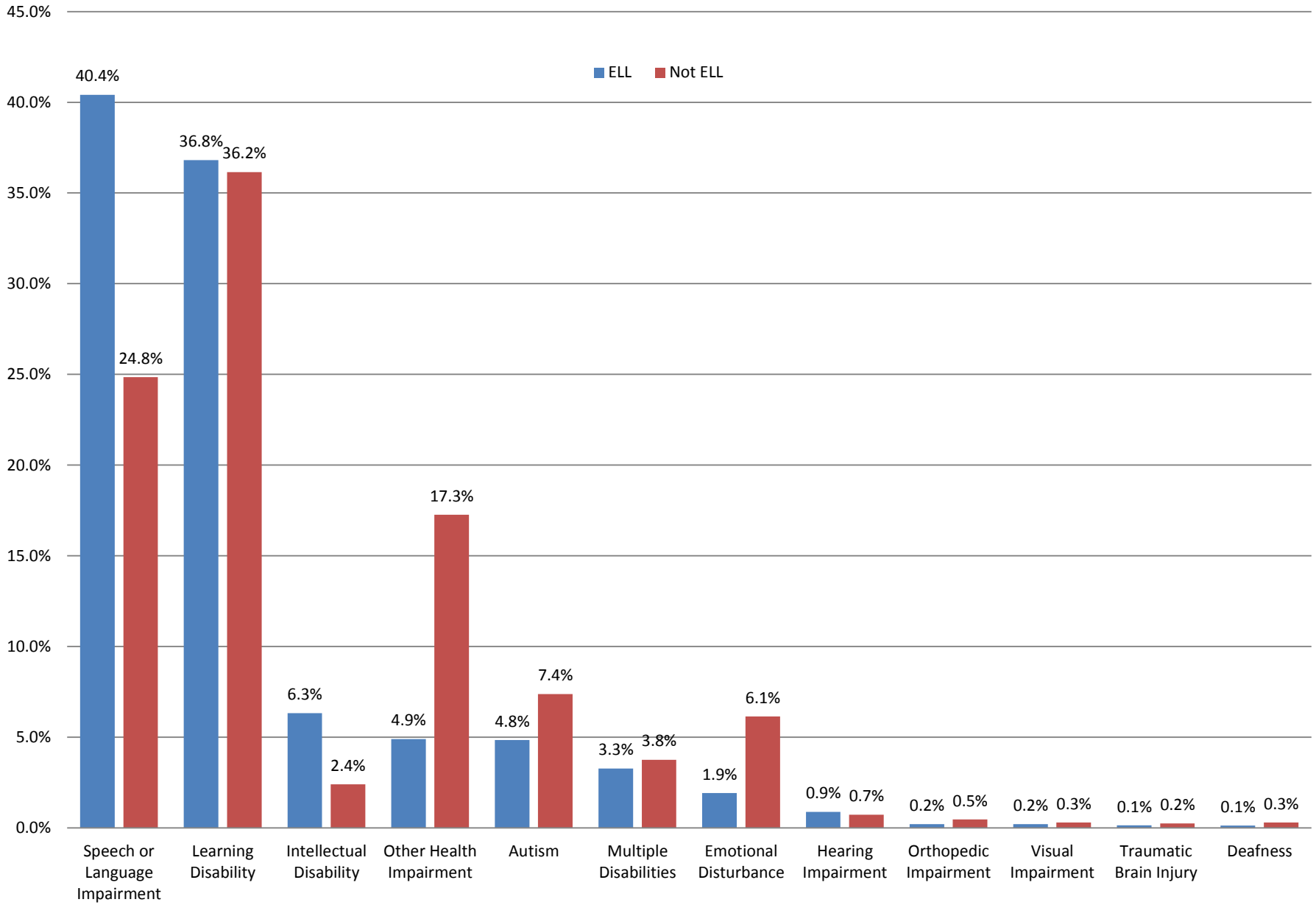
2014-15 Percent of Students with Speech/Language Impairment by Race Ethnicity



2014-15 Percent of Students with Emotional Disturbance by Race Ethnicity

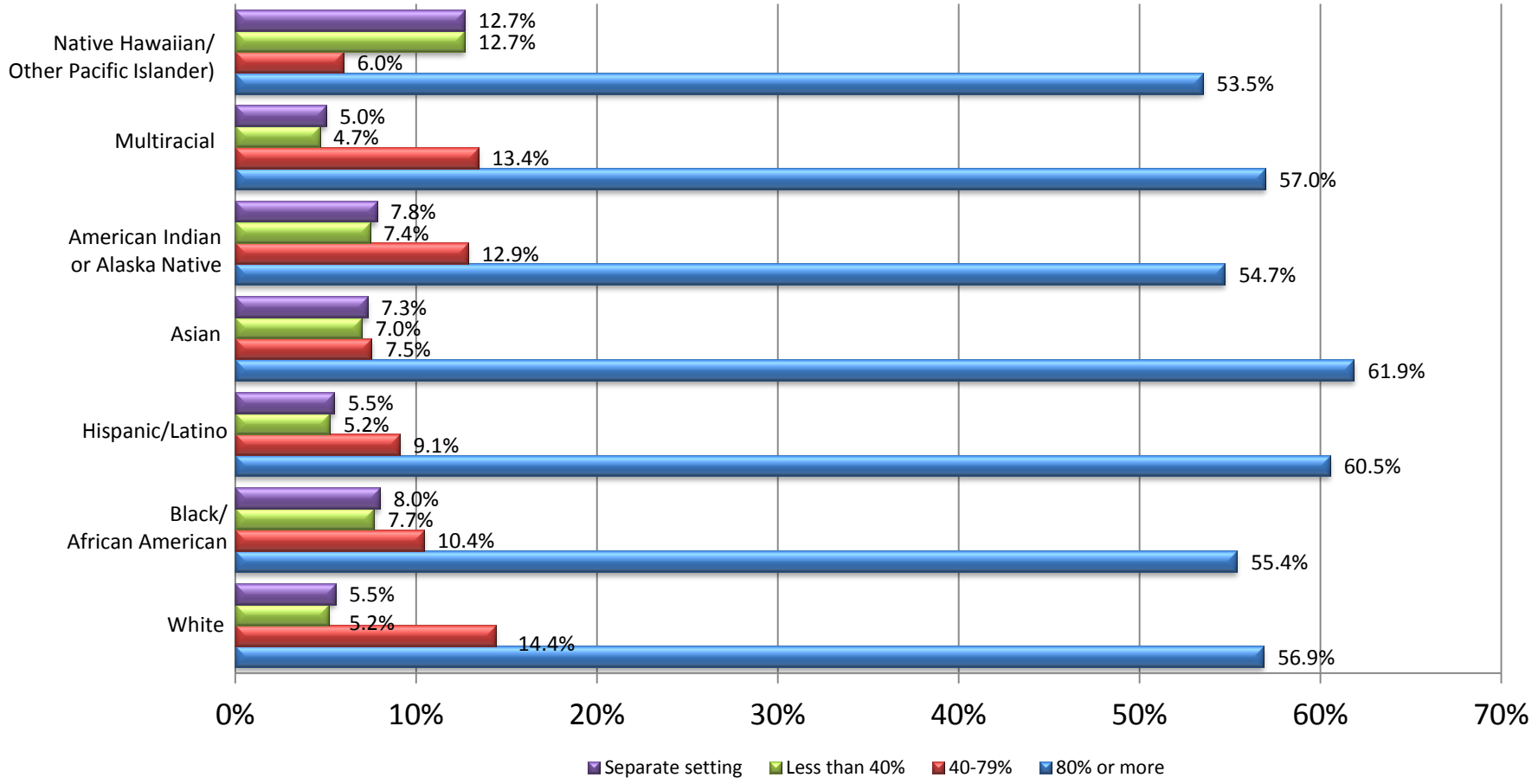


Disability Classifications by ELL Status 2014-2015



Source: NYS SIRS 2014-2015

2014-15 Percent of Students by Race/Ethnicity in Least Restrictive Environment (LRE) Settings



Annual Data Reports for Individual School Districts

- Rates of *identification* of students for special education and related services;
- Types of *disability classification* (intellectual disabilities; learning disabilities; emotional disturbance; speech or language impairment; other health impairments; and autism).
- *Type of special education placement (percent of day in the general education classroom; separate classes; separate schools)*; and
- *Incidence, duration and type of disciplinary actions*, including suspensions and expulsions.

Individual school district data

- 94 different school districts in the State were identified for one or more of the indicators.
- 23 of the 94 districts were identified for two or more indicators.

Number of School Districts Identified - 2016

- 8 Identification for special education
- 15 Specific disability classifications
- 3 Placement
- 21 Long-term suspension
- 71 Disciplinary actions

Required Actions

- State monitoring of policies, procedures and practices
- Public reporting of revisions to policies, procedures and practices
- Use of 15% of IDEA funds to address root causes of disproportionality

Technical Assistance Resources

- Technical Assistance Center on Disproportionality (TAC-D)

- Regional Special Education Technical Assistance and Support Centers (RSE-TASC)
  - Behavior Specialists
  - Bilingual Specialists
  - School Improvement Specialists

Panel – TAC-D

DR. DAVID KIRKLAND

Executive Director of Metropolitan Center for Research on Equity

DR. PATRICK JEAN-PIERRE

Director, TAC-D

Panel – District 17

CLARENCE ELIAS

Superintendent, Community District 17 – Brooklyn

PADMORE-GATEAU CARLEN

Principal, District 17

Guardians of Equity

Charene Chapman-Santiago

Suzanne Hitchman

Leilani Mabrey

Michelle Patterson-Murray