

Talking Points
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National Governors Association

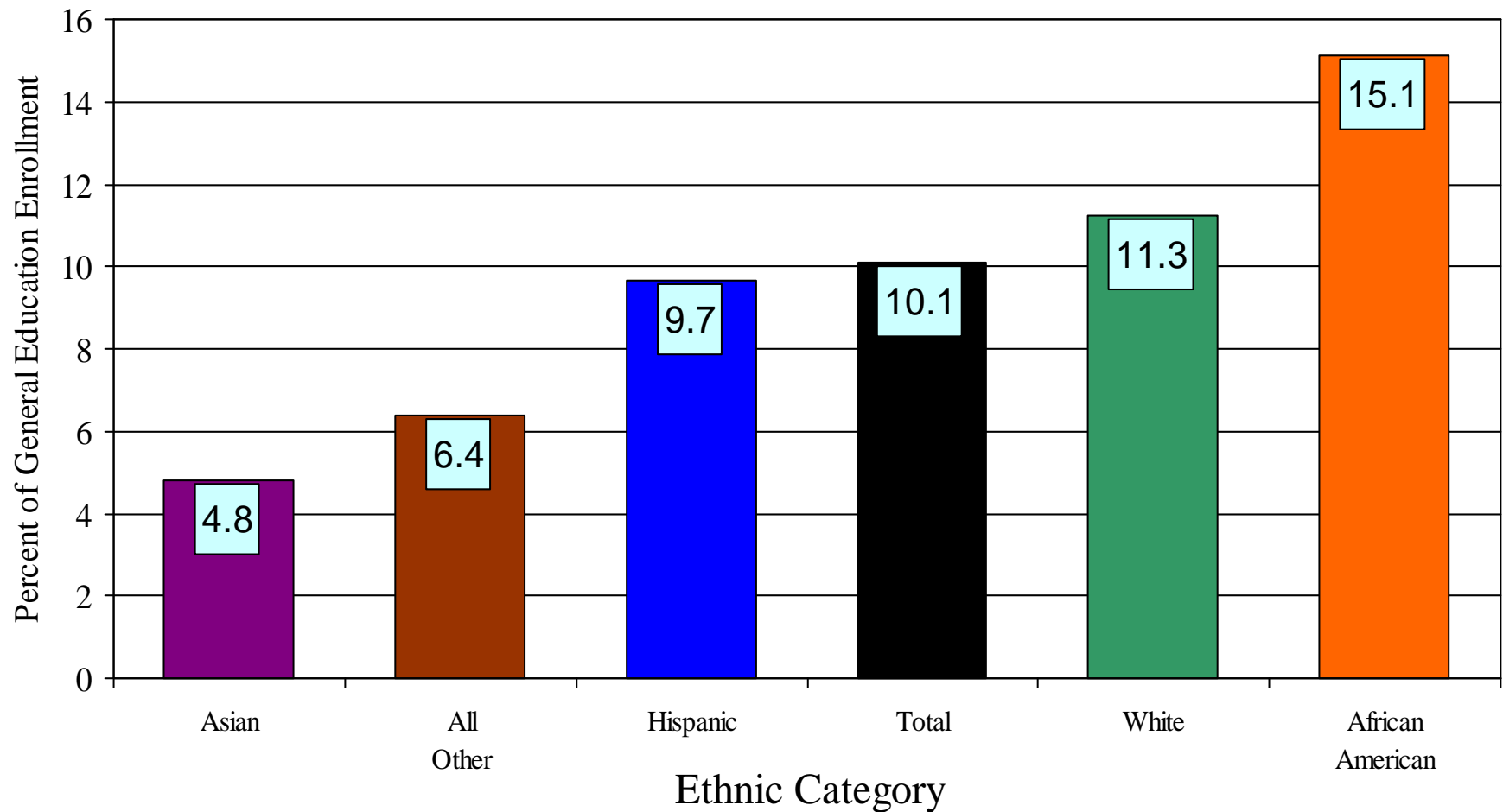
Definitions of Disproportionality and Over/Under Representation

- **Disproportionality**
 - The percent of students receiving Special Education Services in one group differs substantially from the percent in another group or groups.
 - Example: 15% of African American students in GE receive SE, whereas 5% of Asian students receive SE.
 - Stated another way, among students receiving special education, the percent that are from a specific group differs substantially from that same group's percent in the GE population.
 - Example: 13% of the students receiving SE are African Americans, whereas 8.5% of the GE population are African American.
 - In numbers of students, 3 of every 20 African American students receives SE, just 1 of 20 Asian students receives SE.
- **Over/Underrepresentation**
 - Overrepresentation
 - A substantial number of students from a particular group who are receiving SE services, in fact, were misidentified as eligible for those services.
 - Underrepresentation
 - A substantial number of students from a particular group who should be receiving SE services have not been identified as eligible for those services.
- It is possible for a group to be both disproportionately high, and underrepresented. For example, the percent of White students receiving SE is 11%, a figure consistently above the 10% percent of all students. If the true need for SE services is 14% among White students, the the group is both disproportionately high and underrepresented.
- It is difficult to identify whether over or underrepresentaion is present because we do not know true need in the population at large or for any of the constituent groups.

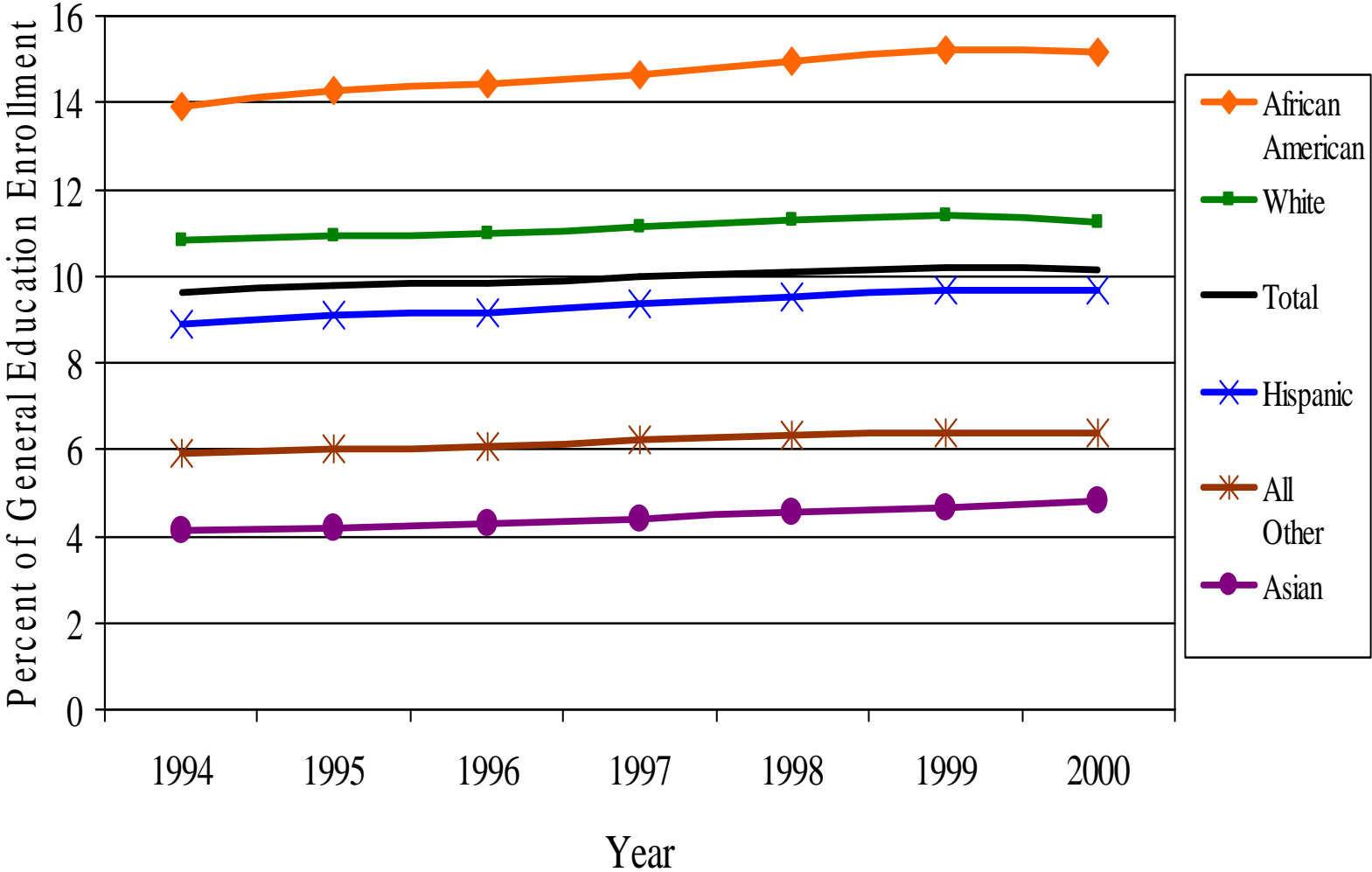
Disproportionality in California

- In all SE ethnic categories.
 - A disproportionately high percent of African American students receive SE; White students also receive SE at an above average rate. All other ethnic categories are near or below the rate for all GE students.
 - The percentages for each group have remained stable, with only minor fluctuations over the last 5 years.
 - The percents of GE students receiving SE are about:
 - 11% of all students
 - 15% of African American students
 - 13% of White students.
 - 10% of Hispanic students
 - 5% of Asian students
 - Within selected disability categories
 - MR - 45% more of the African American students in GE (.89%) are identified as having mental retardation than are identified in the overall GE population (.62%). Hispanic and White students are identified at near the overall rate; Asian students have the lowest rate of identification (.45%).
 - SLD - 67% more of the African American students (9.7%) are identified as having a specific learning disability than are identified in the overall GE population (5.8%). Again, rates for Hispanic and White students are near the overall rate while Asian students are identified at a much lower rate (1.9%)
 - ED – 175% more of the African American students (1.1%) are identified as having emotional disturbance than are identified in the overall GE population (.37%). White students (.54%) are also identified at above the overall rate. Hispanic students (.17%) and Asian students (.07%) are identified at rates substantially below the overall.
 - SLI – 25% more of the White students (2.94%) are identified as having speech or language disabilities than are identified in the overall GE population (2.36%) African American and Hispanic students are identified at near the overall rate; Asian students (1.60%) are least likely to be identified as SLI.

Percent of General Education students in each Ethnic Category who receive Special Education – 2000



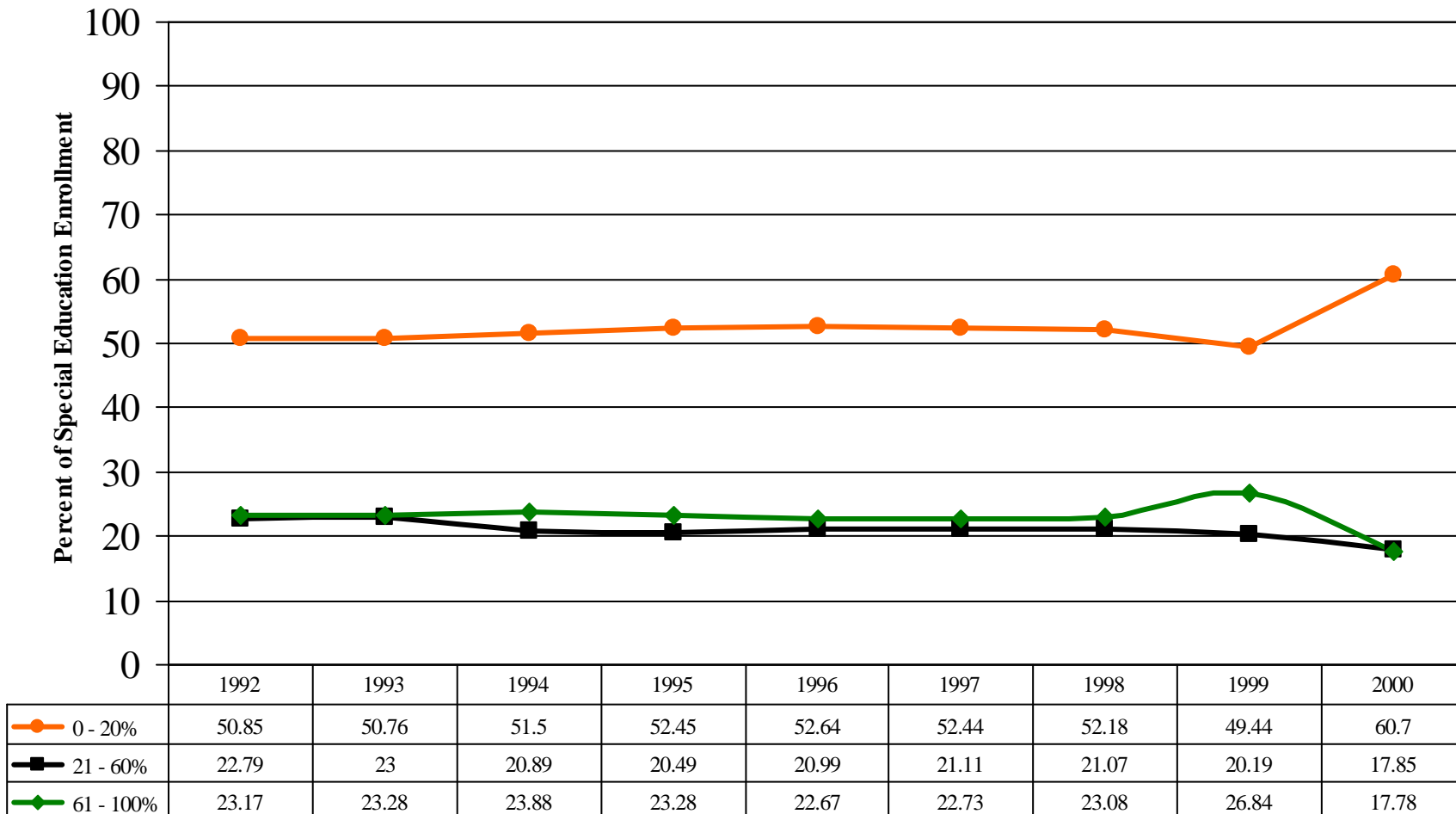
Percent of General Education students in each Ethnic Category who receive Special Education – 1994-2000



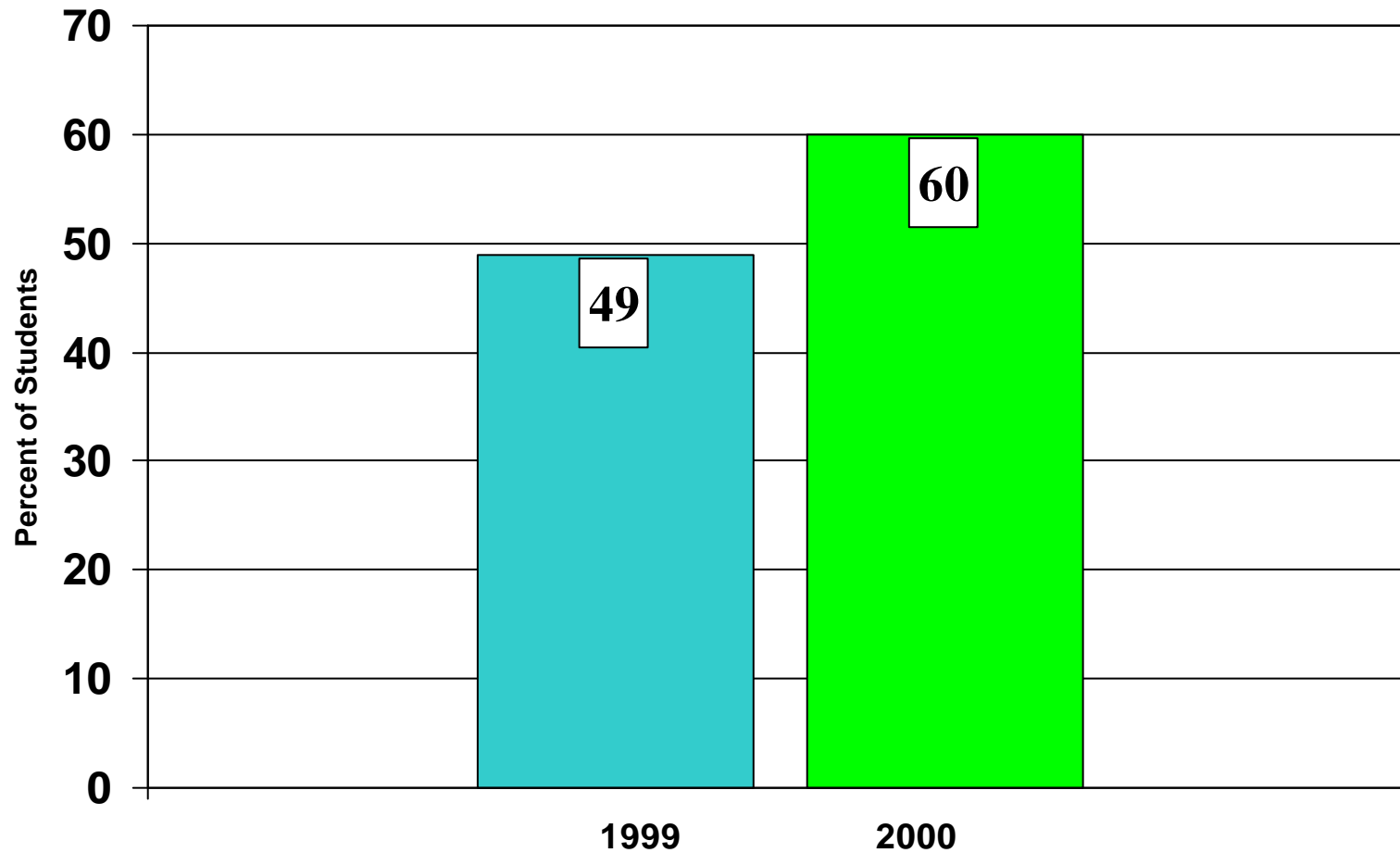
Percent of time NOT educated with nondisabled peers

- **Federal Categories**
 - Percent of instructional time spent **OUTSIDE** the general education classroom setting
 - 0 – 20%
 - 21 – 60%
 - 61 – 100%
 - Other categories (not on chart - about 4% of total) include Separate Day School, Residential Facility, Home or Hospital
- For 1999 and 2000, data were reported in CASEMIS as time outside the GE classroom; prior to that information was reported as percent of time in the GE classroom
- Just over half of students were educated **OUTSIDE** the general education classroom *20% or less* of the time from 1992 through 1998.
- In 1999 the figure dipped to just under half. This variation may be an artifact of the change in reporting to time outside the GE classroom from time in the GE classroom.
- In 2000, the percent educated **OUTSIDE** the GE classroom *20% or less* of the time rose to an all time high of 61%.

Percent of time Students who receive Special Education were NOT educated with their nondisabled peers – 1992-2000



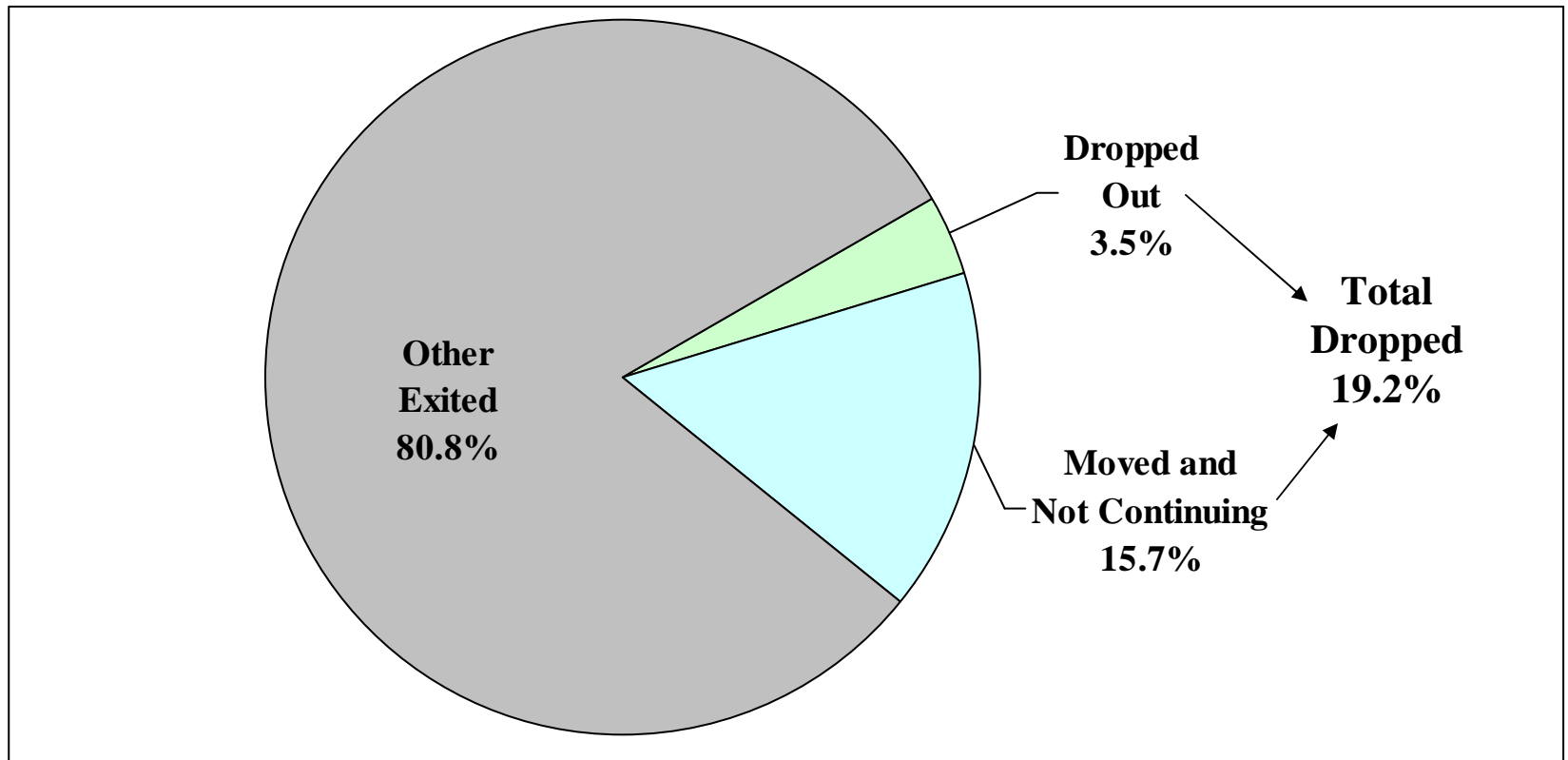
Improvement in percent of California students receiving Special Education who are educated with their non-disabled peers 80% or more of the time



Dropout

- **Total Exited** includes only students exiting SE from the 7th grade or higher or students 12 or older (**89,945**)
 - There are relatively few dropouts below the 7th grade
 - Deceased students are excluded from exiting counts
- **Dropout** includes two CASEMIS categories
 - **Dropped out, includes attempts to contact unsuccessful**
 - **3.5%** of students exiting SE (**3,169** in CA)
 - **Moved, and NOT known to be continuing**
 - Under CA Ed Code, students untraceable after 45 days should be classified as dropouts
 - **15.7%** of students exiting SE (**14,118** in CA)

**Dropped Out or Moved, Not Known to be Continuing
Students Exiting Special Education at the 7th Grade or higher
June 2000**

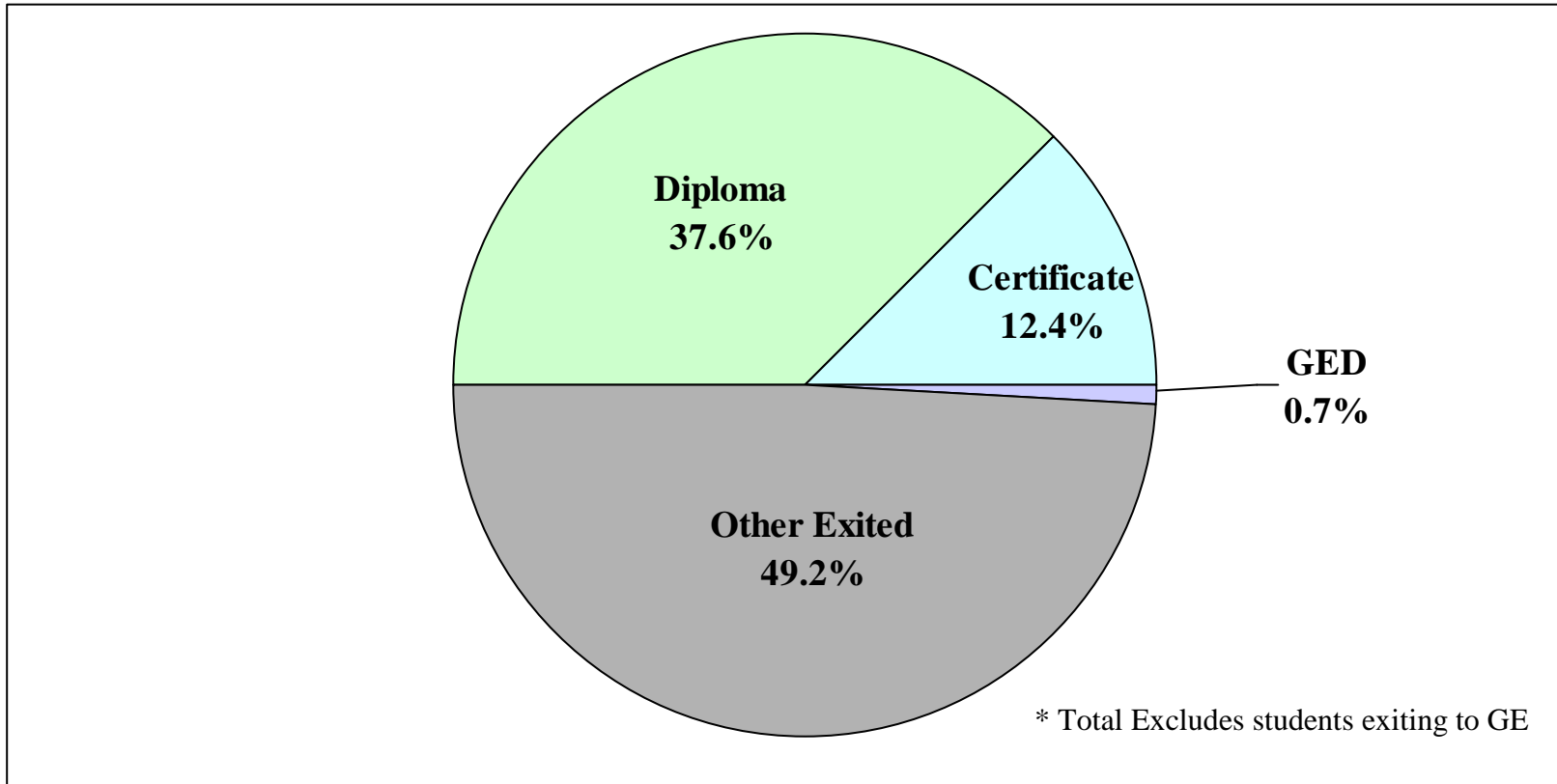


Dropped Out	Moved and Not Continuing	Other Exited	Total Exited
3,169	14,118	72,658	89,945

Graduated

- **Total Exited** includes only students exiting SE from the 12th grade or students 18 or older (**30,927**)
 - Deceased students and those returning to GE are excluded from exit counts
- **Graduated** includes three CASEMIS categories
 - **Graduated from High School with a diploma**
 - **37.6%** of Total Exited (**11,629** in CA)
 - **Graduated from High School with a certificate of completion or other than a diploma**
 - **12.4%** of Total Exited (**3,847** in CA)
 - **Received high school proficiency certificate through GED test**
 - **0.7%** of Total Exited (**221** in CA)

**Graduated – Regular Diploma, Differential Proficiency or GED
Students Exiting Special Education at the 12th Grade*
June 2000**



Diploma	Certificate	GED	Other Exited	Total Exited
11,629	3,847	221	15,230	30,927