

Special Education Services Chapter 14 and Chapter 16

Presentation for the Board's Racial Equity Oversight Committee

April 18, 2022

Agenda

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Disproportionalities in Special Education for Students in Chapter 16: Course Enrollment

Steps Taken to Address Disproportionalities in Special Education Chapter 16 Gifted Services

Research Says

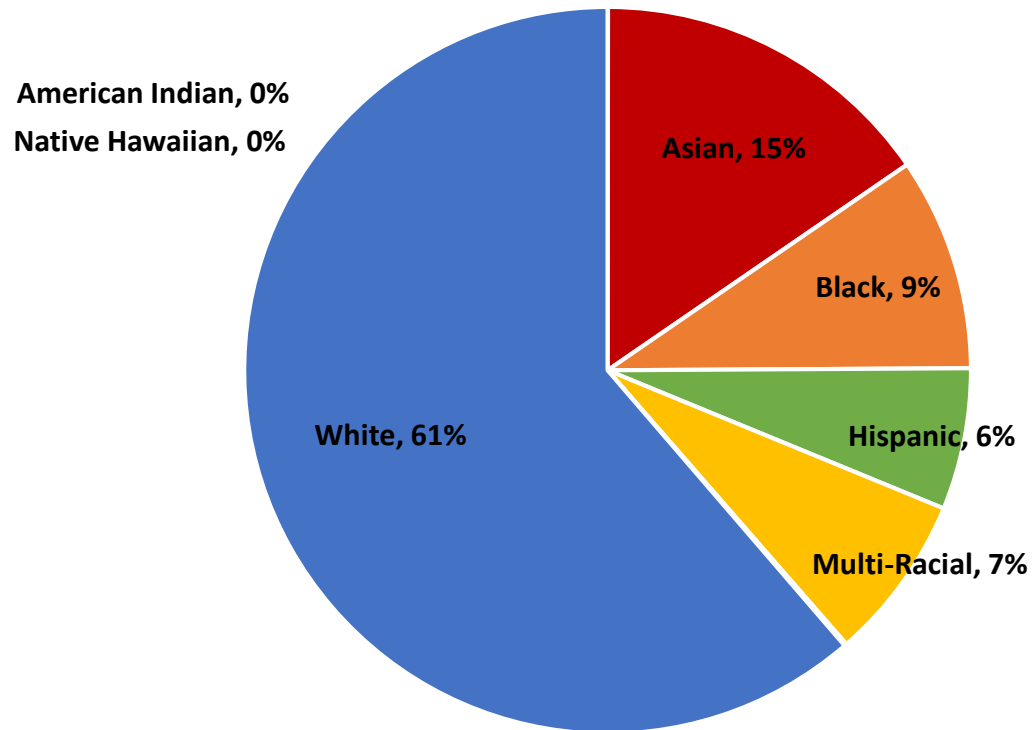
Next Steps



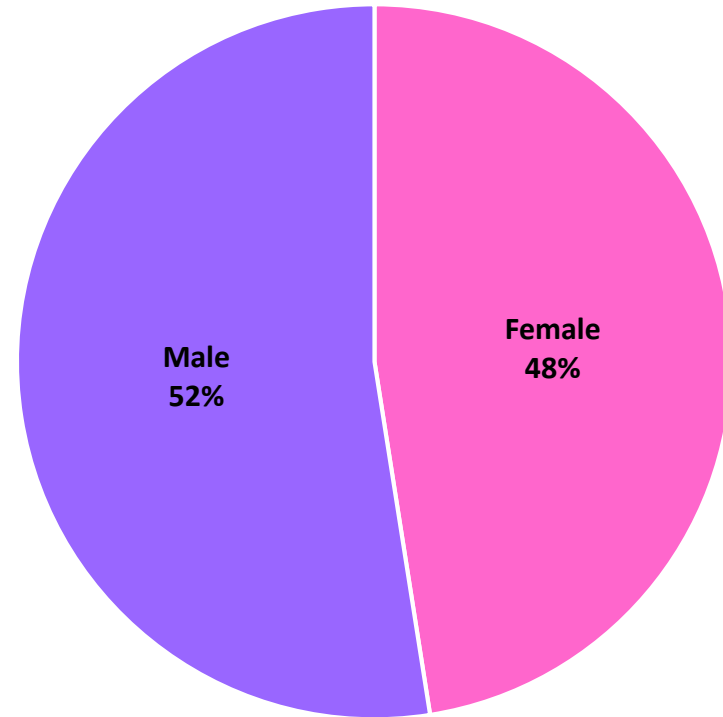
Current Student Demographics

Current WSD Student Demographics

Students by Race/Ethnicity



Students by Gender



Special Education Services for Students in Chapter 14

According to Individuals with Disabilities Education Act, School Districts must provide a diverse continuum of special education services.

Special Education Services for Students in Chapter 14 & Chapter 16

Learning Support

Emotional Support

Autistic Support

Life Skills Support

Gifted Support

Information for Disproportionality in Special Education for Students in Chapter 14

PDE reviews District data for all areas of Special Education Services annually on December 1st.

Over the duration of three years, PDE examines disproportionality across race and ethnicity for related services in terms of:

- 1. Identification
- 2. Placement
- 3. Discipline

How Is Disproportionality Determined?

Risk Ratios

Risk Ratios: Determined by dividing the number of children from a specified racial or ethnic group (or groups) who are identified as children with disabilities by the total number of children from that racial or ethnic group (or groups) enrolled in the LEA.

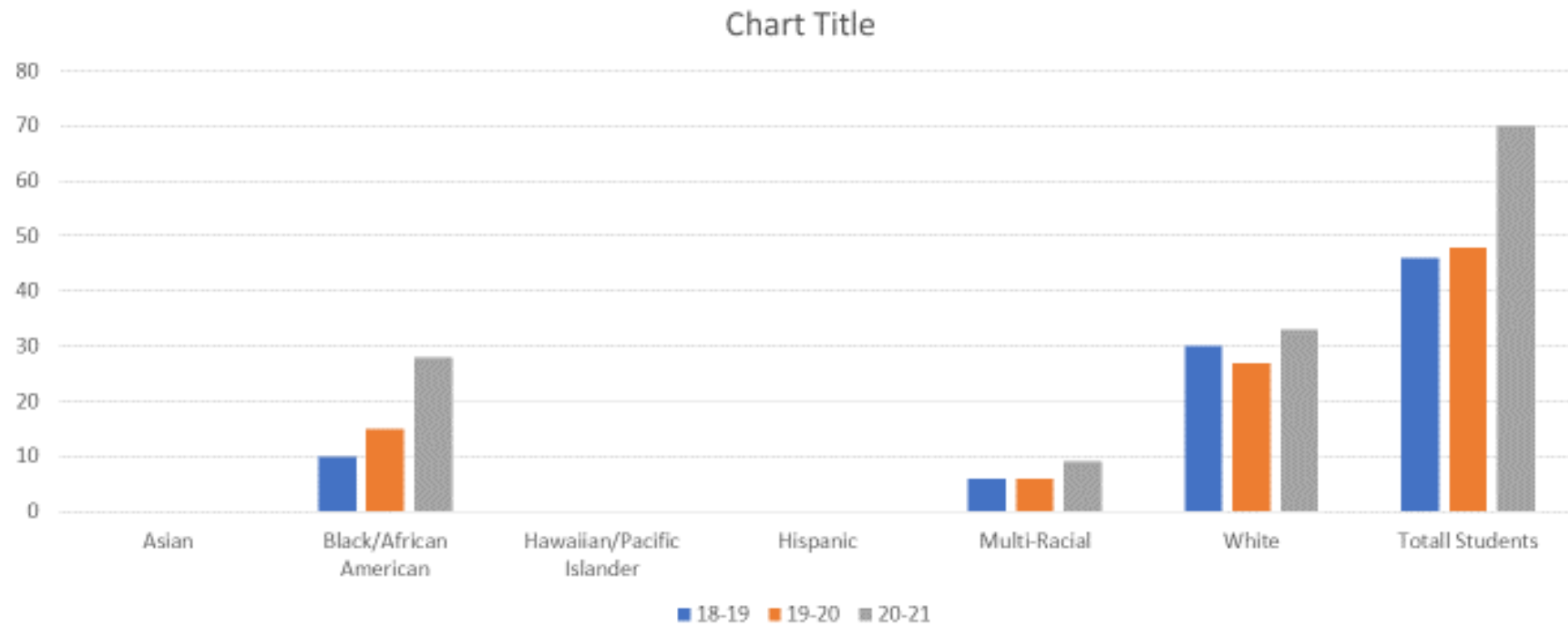
Generally, a risk ratio of **1.0** indicates that children from a given racial or ethnic group are no more or less likely than children from all other racial or ethnic groups to experience a particular outcome. A risk ratio of **2.0** indicates that one group is twice as likely as all other children to experience that outcome.

Disproportionalities in Special Education

- **Emotional Disturbance:** African American/Black and Multi-Racial Subgroups
- **Specific Learning Disability:** African American/Black Subgroup

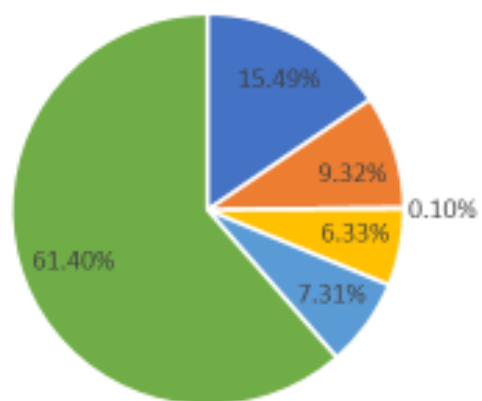


Emotional Support



School Population by Race

2020-2021

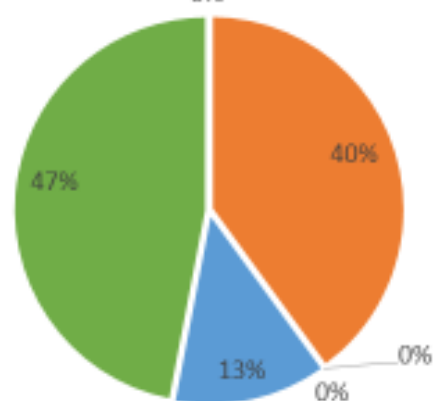


- Asian
- Black/African American
- Hawaiian/Pacific Islander
- Hispanic
- Multi-Racial
- White

Emotional Disturbance Population

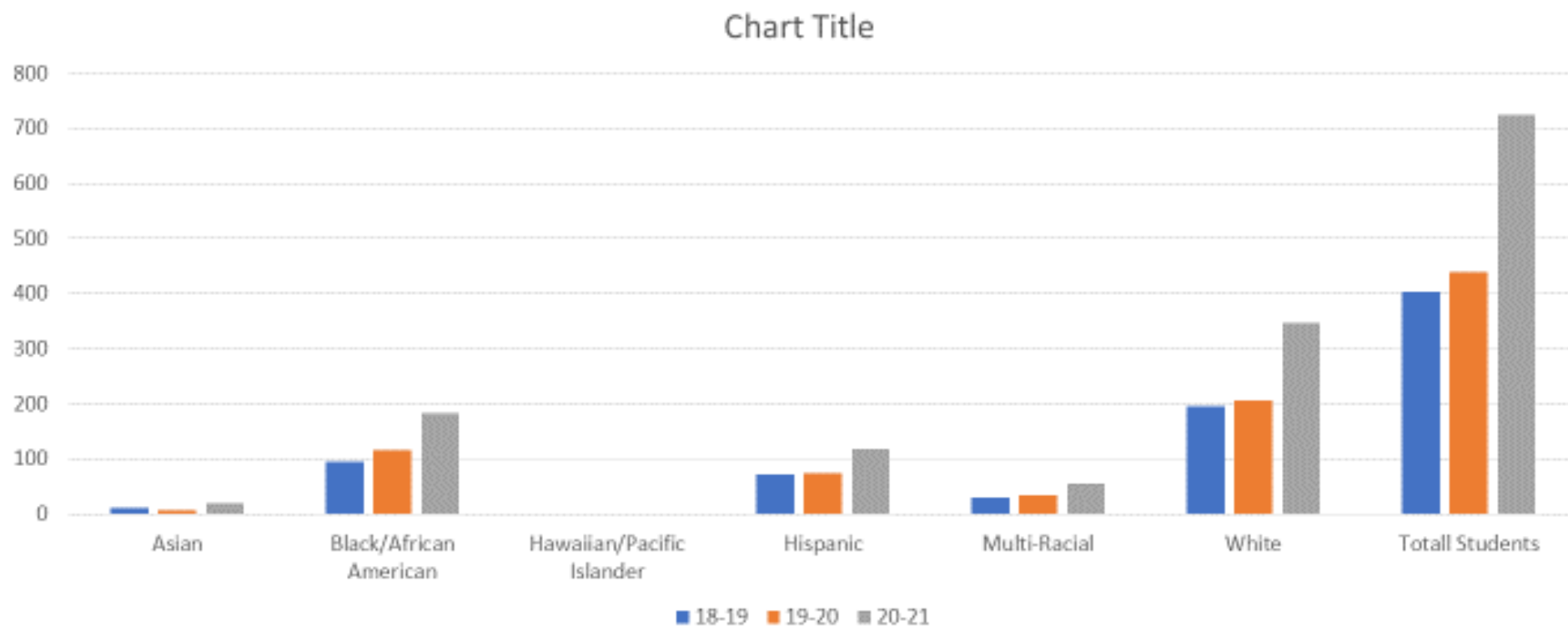
2020-2021

0%



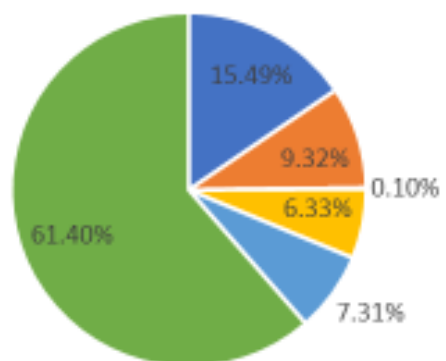
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Specific Learning Disability



School Population by Race

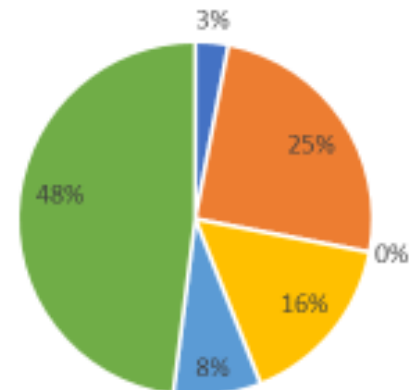
2020-2021



- Asian
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- White

Specific Learning Population by Race

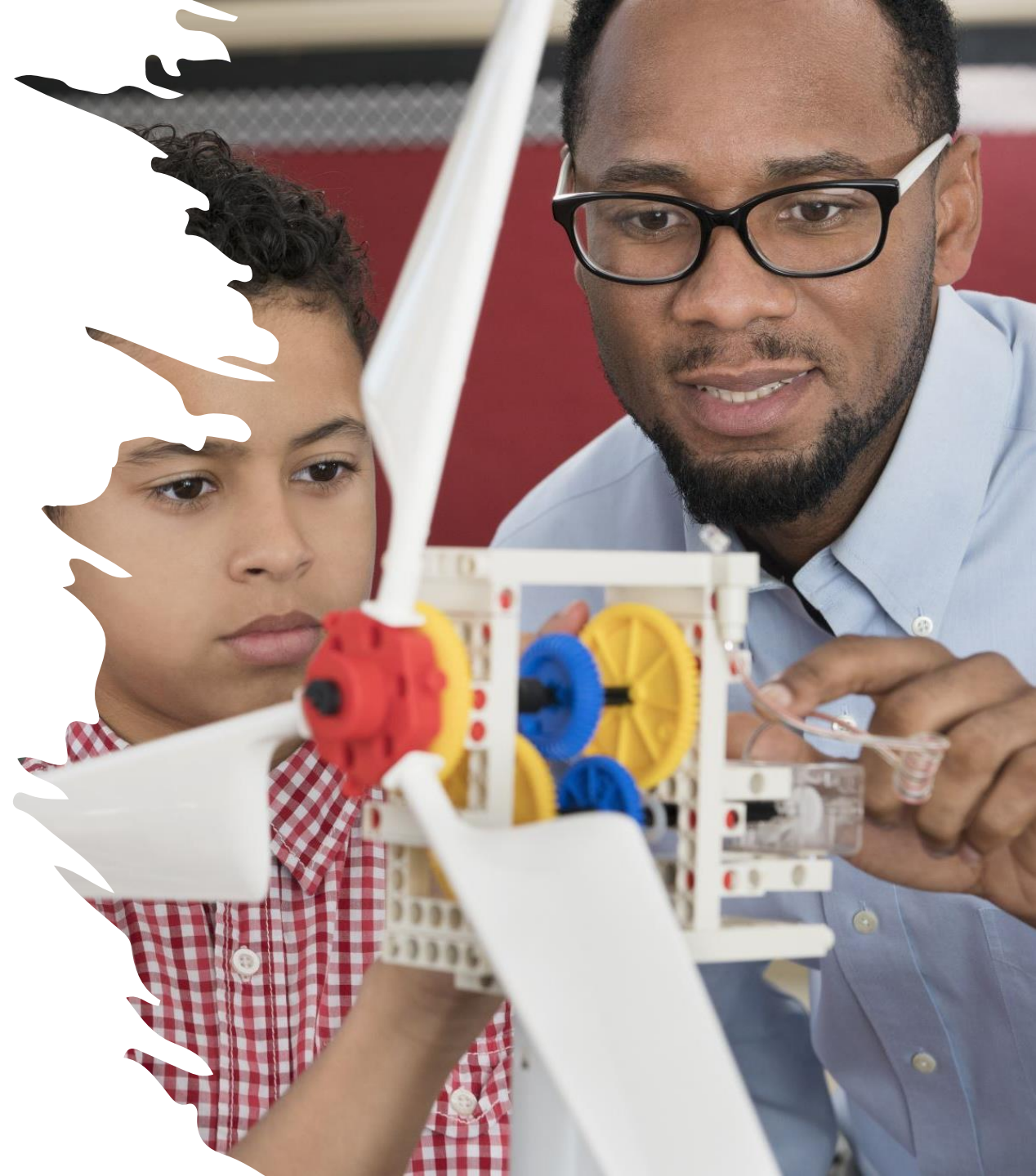
2020-2021



- Asian
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- Hispanic
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- White

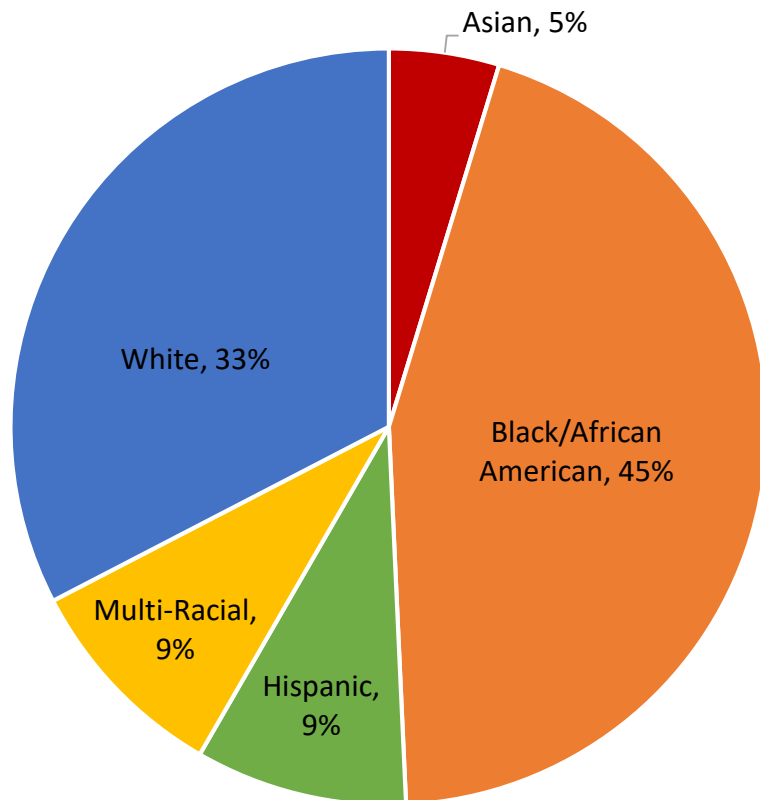
Disproportionalities in Discipline for Students in Chapter 14

- **Discipline Identification Based on:** Students that are in two areas of disproportionality
 - 1. Out-of-School suspensions:**
Greater or equal to 10 days: African American/Black students
 - 2. Total Removals:** African American/Black Students
- **2019-2020:** Disproportionality rose in this year and Multi-racial students are beginning to grow in this category.

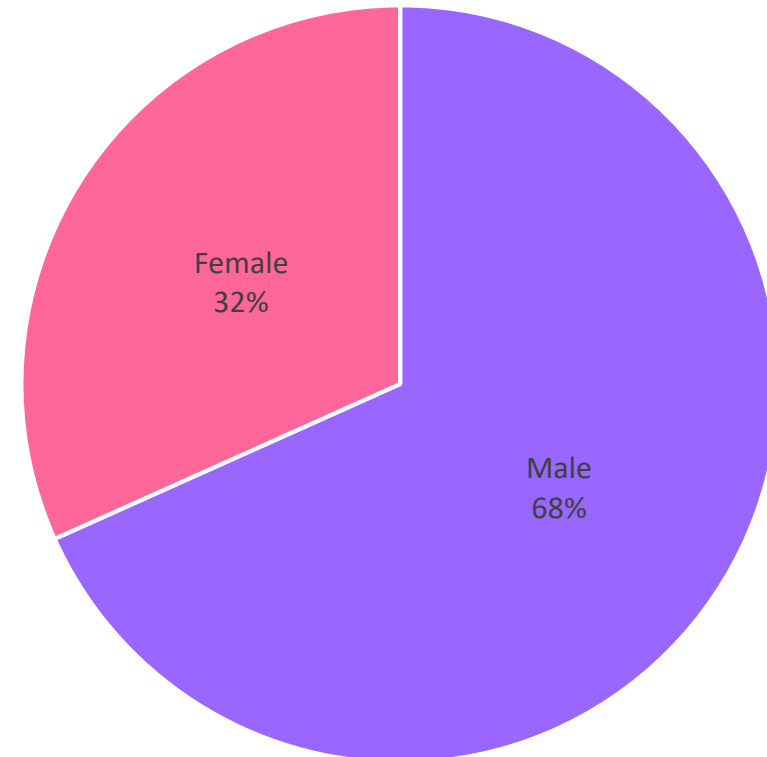


Resolution: Suspensions

Students by Race/Ethnicity



Students by Gender

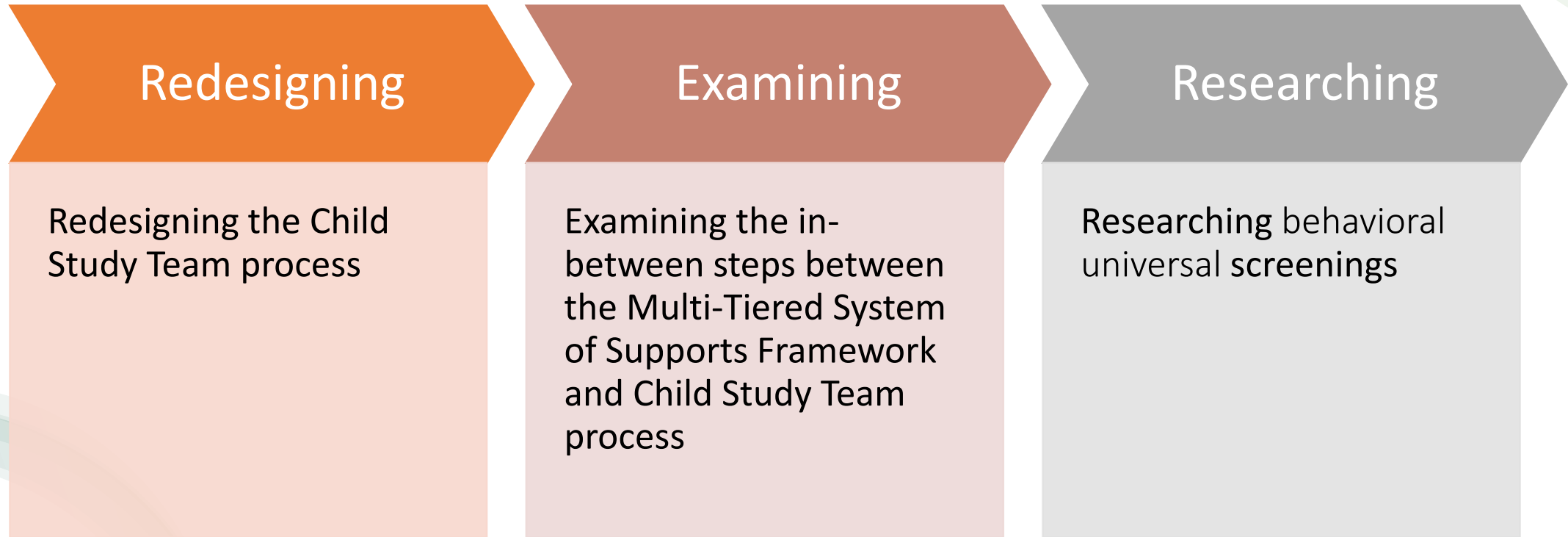


62% of students who received a warning/conference resolution have an IEP.



Current Practices in Place

Steps Taken to Address Disproportionalities in Special Education for Students in Chapter 14



Steps Taken to Address Discipline Disproportionalities in Special Education for Students in Chapter 14

- *Behavior Specialists* attend detentions at the Middle School for students who are frequently in the office for discipline concerns.
- *District Discipline Committee* formed. As an outgrowth...
 1. Discipline committees formed at WHS and WMS.
 2. Decision made to focus on Restorative Practices for professional learning.
 3. Decision made to launch the Code of Conduct Microstudy for recommendations.
 4. Saturday detention letters are delivered to parents/guardians by Home and School Visitor should a student miss serving the first Saturday detention.
 5. Secondary Supervisor of Special Education conducts monthly analysis of the discipline data.



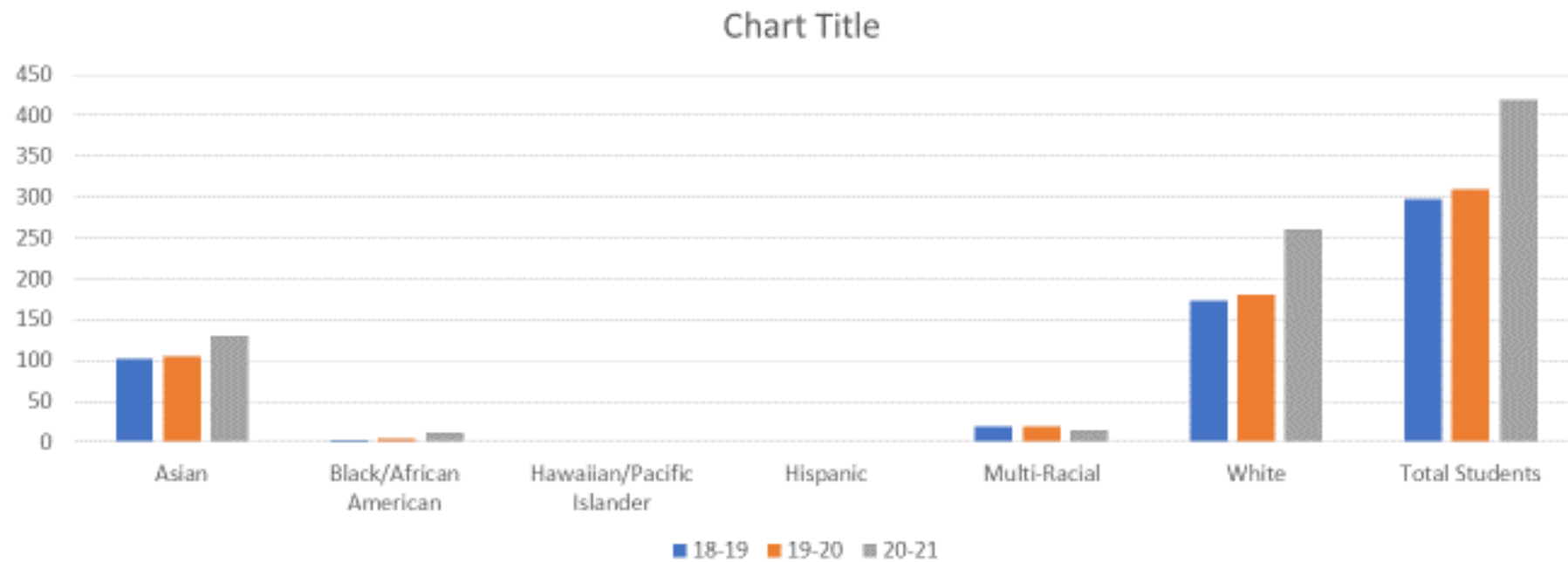


Special Education Services for Students in Chapter 16
Gifted Services

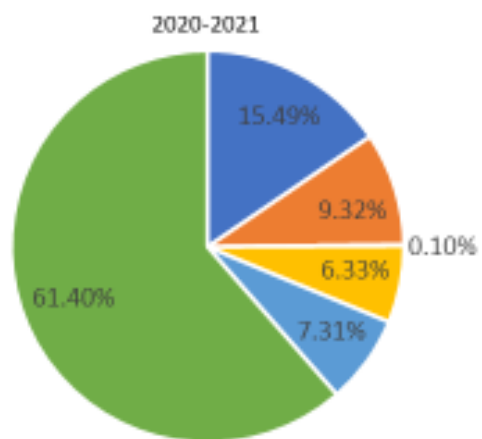


Chapter 16: Gifted Services Course Enrollment Data

Gifted

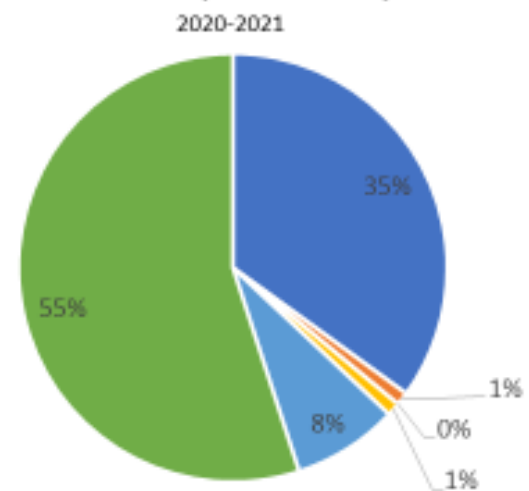


School Population by Race



- Asian
- Black/African American
- Hawaiian/Pacific Islander
- Hispanic
- Multi-Racial
- White

Gifted Population by Race



- Asian
- Black/African American
- Hawaiian/Pacific Islander
- Hispanic
- Multi-Racial
- White

Steps Taken to Address Disproportionalities in Special Education Chapter 16 Gifted Services

- African American/Black and Multi-racial subgroups are underrepresented in the Gifted program.
- School Psychologists have been looking at other assessment tools and multi-criteria for Gifted classification.
- Universal screenings are in place for all first graders.
- Presently reviewing gifted program evaluation procedures and rubric.
- School Counselors and Supervisors review data to select the top 3 percent of students for potential evaluation for the Gifted Program
- Intentionally selecting top Black/African American and Hispanic students for potential evaluation for the Gifted Program.
- Researching the use of local data vs national data.
- Gifted teachers push-in at the elementary level to work with students who are gifted; they also work with non-gifted students who are on the cusp in critical thinking and problem-solving skills in those classrooms.

Next Steps

- Administration of a Universal Screener during Spring of First Grade
- Revise the current eligibility rubric to consider weight of local norms
- Parent/Guardian Education Seminars/Workshops
- Information on website in parent/guardian friendly language
- Professional Learning Opportunities
- Faculty Meetings
- Teacher Referral
- Gifted Characteristics and Cultural Awareness

Research

Addressing disproportionality in discipline entails...

- developing an engaging, responsive, inclusive, and accessible learning environment, which can best support the needs of all students.
- Starting with a data review
- Conducting a root-cause analysis

National Center for Learning Disabilities, 2020 | Significant Disproportionality in Special Education:
Current Trends and Actions for Impact

How to Overcome Disproportionality in our Schools, Jason Botel, March 18, 2021

Research

- Implementing strong early literacy learning offerings, with sound assessment and intervention programs
- Putting in place proven multi-tiered systems of support (MTSS), implemented with fidelity and in which teachers and leaders are thoroughly trained
- Hosting professional development and coaching for leaders and teachers — both those working with the general population as well as those working with students with disabilities — in cultural competence; diversity, equity, and inclusion; meeting the needs of diverse learners; social-emotional learning; and building positive classroom cultures

How to Overcome Disproportionality in our Schools, Jason Botel, March 18, 2021

National Center for Learning Disabilities, 2020 | Significant Disproportionality in Special Education: Current Trends and Actions for Impact

Research

School districts should...

- Review screening and placement criteria for its gifted education program services
- Employ professional development that trains teachers to effectively differentiate instruction
- Conduct annual internal review of the efficacy of their gifted education program.
- Consider setting yearly statistical targets

Equitable Access for Underrepresented Students in Gifted Education, Alexander Payne November 2011

Questions, Feedback, & Additional Ideas to Move Us Forward