

Summary of 2nd Quarter review data

Unitary Status Plan
Exceptional Education
2/6/15

In a meeting of the Exceptional Education Leadership, the student disability versus enrollment totals for exceptional education was reviewed. Specifically, the totals by student ethnicity were reviewed for the 43rd day of the school year and compared to the Arizona state ratios.

The state definition of disproportionality is 3.0% or greater and .3% or fewer from the state composition. All the student ethnic groups fall within the defined state parameters; there were no discrepancies noted at this time.

The exceptional education Leadership is committed to reviewing the TUSD disability count versus student enrollment on a quarterly basis to ensure that no ethnic group has been disproportionately identified for over/under enrollment.

Per feedback received from school sites, the department has determined a need for additional information and support for behavior interventions and best practices for students with significant behavior needs.

During the third quarter of the 2015-16 school year, the Exceptional Education Leadership team will review the intake/outtake procedures for the Mary Meredith K-12 program. Adjustments will be made as needed to ensure a fair and equitable process for students who require this level of intervention.

The Exceptional Education Department plans to offer training to parents and teachers on the topic of behavior management. This training will be provided in partnership with the Autism Association of Tucson. The intended outcome of parents and teachers participating in training together is to build a shared understanding and mutually respectful relationship to best support children with special needs.

2013-14 43rd day

Ethnicity	Disability Count (State) 43rd day	Enrollment Count (State) 43th day
Native Americans	481	52870
Asian	2095	34051
African American	8232	56852
Hispanic	56313	484880
Multi-Racial	2622	24114
White	52295	449532
Total	122038	1102299

Disability Count (District) 43rd day	Enrollment Count (District) 43rd day	Disabiity Risk 43rd day
323	1869	0.17281969
78	1055	0.073933649
482	2666	0.180795199
4041	31433	0.128559158
232	1706	0.135990621
1756	11082	0.158455152
6912	49811	0.850553469

State Composition	Weighted Risk Ratio
0.047963393	1.211974259
0.030890893	0.505432238
0.051575843	1.272805047
0.439880649	0.823023617
0.021876097	0.942916608
0.407813125	1.181456726
1	5.937608494

First Quarter Exceptional Education Report

Exceptional Education Department

November 25, 2014

I. Introduction

The first quarter of the 2014-15 school year ended on October 3, 2014. The week that followed was the District's Fall Break (October 6-10). During this week, the Exceptional Education Leadership met to look at methods of analyzing placement data. The initial proposal was to use the method being used for Advanced Learning Experiences. This method was determined not to be appropriate. This was because the method has a goal of increasing participation in ALEs. To use to assess Special Education enrollment would possibly lead to increased numbers of students in special education. The goal for this assessment is to look for possible disproportionate representation in special education. During the subsequent weeks (Oct 13 – 31), we continued to research methods of data analysis. As we continued that process, we looked at all LREs and categories of disability by ethnic group. We used a composite difference method of analysis. Though our plan is to continue to look at data using composite difference, starting the second quarter we will also begin to use weighted risk ratio. Weighted risk ratio is the method used by the State of Arizona to consider disproportionate representation in special education. The state's definition of disproportionate representation is 3.00 or above on a weighted risk ratio scale.

This report includes the following sections:

- I. Introduction
- II. Data Sets
- III. District Wide Analysis, and Recommendations

II. Data Sets

A. USP Reporting

The USP requires that the district “develop appropriate criteria for data gathering and reporting.” The goal is to “conduct meaningful review of...referral, evaluation and placement polices and practices on an annual basis to ensure that African American and Latino students, including ELL students, are not inappropriately referred, evaluated or placed in exceptional (special) education classes or programs.

B. Data Set Explanations

1. Explanation of Data

The data file contains special education enrollment data for 1st quarter of the 2014-15 school year, and comparative data yearly back to the 10-11 school year. The “year” tabs provide data by categories of special education eligibility. The last tab is called “Svc Delivery” shows special education data by LRE (Least Restrictive Environment) from 2011 to present. This tab shows the data organized by ethnic code and by the amount of time the student receives special education support (i.e. LRE).

2. Multi-year trend of African American Student Data

- i. There are a higher percent of African American students receiving special education support, with the exception of white students, than other students. White students have the highest percent difference in special education of any group.
- ii. The special education eligibility category that has historically had the highest level of concern, related to disproportionate representation, is students with Emotional Disabilities. When looking at African American students evaluated to have an emotional disability, the composite difference in the past 5 years has been between +5.69 to the current difference of + 3.46.
- iii. Least Restrictive Environment codes relate to the amount of time a student is out of the general education setting to receive special education support. A LRE code of C means the student is in a self contained special education program. When looking at African American students in self contained programs, the composite difference in the past 5 years has been between +3.42 and +1.85. The current difference is +2.74.

3. Multi-year trend of Hispanic Student Data

- i. In general, Hispanic students’ percent in special education is less the percent they represent in the general school population. The only category this is not true is with students with Moderate Intellectual Disabilities.

III. District-Wide Analysis and Recommendations

A. Data Review and Analysis

1. Trends

The data on students in special education has been stable for the past 5 years.

B. Recommendations

1. General Recommendations

Issue: Though the enrollment data in Special Education has been stable, there continues to be a need to provide training to IEP team members on methods of positive behavior support. This need has been seen in an increase in the number of assistance requests to the behavior support team and to the Exceptional Education Leadership Team.

Recommendation: The department is working with Autism Society to develop a schedule to provide positive behavior support training in English and in Spanish to parents and staff members. The goal is to develop shared approaches and understandings on how to work with students with behavioral concerns.