



**TO:** The Honorable the Members of the Board of Regents

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**COMMITTEE:** Full Board

**TITLE OF ITEM:** Addressing Racial and Ethnic Disproportionality in Special Education

**DATE OF SUBMISSION:** November 25, 2002

**PROPOSED HANDLING:** Discussion

**RATIONALE FOR ITEM:** Policy Implementation

**STRATEGIC GOAL:** Goals 1-6

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**SUMMARY:**

Children from racially and ethnically diverse backgrounds have been disproportionately identified in specific disability categories (mental retardation, emotional disturbance) and placed in separate special education settings away from their non-disabled peers for over 30 years. For these students, this means a greater likelihood that they will have less access to a rigorous general education curriculum, which results in lower performance on State assessments and less likelihood of meeting graduation requirements; as a result, their ability to access postsecondary education and employment could be affected. In the 1997 Reauthorization of the Individuals with Disabilities Education Act (IDEA), Congress called for greater efforts to ensure that minority children are accurately assessed and only placed in special education if appropriate.

This report provides the framework for a discussion on the research, root causes, effective strategies and recommendations to address this issue. We have invited Dr. Daniel Reschly, Professor, George Peabody College, Vanderbilt University to participate in this discussion. Dr. Reschly served on the National Research Council Committee on Minority Representation in Special Education, which was charged by Congress to study the issue of disproportionality.

Attachment

## **Executive Summary**

Children from racially and ethnically diverse backgrounds have been disproportionately identified for special education services and placed in separate special education settings away from their nondisabled peers for over 30 years. This means a greater likelihood that they will have less access to a rigorous general education curriculum, resulting in lower performance on State assessments and less likelihood of meeting graduation requirements, which means their ability to access postsecondary education and employment could be affected. This report provides information on relevant research, Department initiatives and issues that must be considered regarding disproportionality in special education in New York State.

Research on the disproportionate placement of racially and ethnically diverse students in special education is voluminous; however, the majority of the research is anecdotal, not empirical, and many of the strategies for improvement have resulted in peripheral rather than structural or systemic change within districts. Much of the effort to address this issue has focused on changing discriminatory policies and procedures and has been insufficient to reach the goal of eliminating disproportionality.

In New York State, the largest numbers of racially and ethnically diverse students are concentrated in high need school districts. These students enter school districts where adequate support services in general education are rarely available, greater numbers of teachers are uncertified and the lack of resources make it more difficult to provide quality instruction and early intervention for these students. Research indicates that all children can achieve at high levels when high expectations and clear standards are applied, there are rigorous curricula, well-prepared teachers with high-quality professional development, additional time and support for students who are struggling, and sufficient resources to support these efforts

During 1999 and 2000, the Department's Office of Elementary, Middle, Secondary and Continuing Education (EMSC) and the Office of Vocational and Educational Services for Individuals with Disabilities (VESID) provided technical assistance to school districts in addressing disproportionality. In 2001, a portion of the districts was targeted for individual intervention; the majority of these districts were identified as high need districts. The Department is beginning the second year of intensive technical assistance to the identified districts and initial results are positive. The following issues are the basis for this discussion:

- Disproportionate placement of students in special education is a result of lack of supports and services in the general education environment.
- Research-based instruction must be available to all students who are struggling to learn to read.
- The limited availability of a comprehensive special education continuum within high need districts has a direct impact on the disproportionate placement of racially and ethnically diverse students in special education, particularly in special education classes and in separate sites.

# Addressing Racial and Ethnic Disproportionality in Special Education

## Introduction

The disproportionate representation of racial and ethnic groups in special education has been recognized as an issue for almost 30 years. Children from diverse racial and ethnic backgrounds have been disproportionately identified in specific disability categories (mental retardation, emotional disturbance) and placed in separate special education settings away from their nondisabled peers. For these students this means a greater likelihood that they will have less access to a rigorous general education curriculum resulting in lower performance on State assessments and less likelihood of meeting graduation requirements. This affects their ability to access postsecondary education and employment. In the 1997 Reauthorization of the Individuals with Disabilities Education Act (IDEA), Congress called for greater efforts to ensure that minority children are accurately assessed and only placed in special education if appropriate. The purpose of this report is to provide information on relevant research, Department initiatives and issues that must be considered regarding disproportionality in special education in New York State.

Disproportionate placement of students of a given ethnic group in special education means that the percentage of students from that group in such programs is disproportionately greater than their percentage in the school population as a whole.<sup>1</sup> As Attachment 1 indicates, although Black students make up 19.5 percent of the students enrolled in New York's education system, they make up 24 percent of the students in special education. Disproportionate representation may be overrepresentation or underrepresentation as evidenced by Asian Americans who make up 5.7 percent of students enrolled in the education system but only 2.2 percent of the students in special education.

For the last five years, the Department has reported data on this issue annually to the Board of Regents, and published it in School Report Cards, VESID's *Pocketbook of Goals and Results for Individuals with Disabilities* and the *Performance Report of Vocational and Educational Services and Results for Individuals with Disabilities*. The data are collected and reported using the categories established by the United States Department of Education. Racial and ethnic groups, also referred to as minority groups, include Black, Hispanic, Asian/Pacific Islander and American Indian/Alaskan Native. In addition, disproportionality in the identification and placement in particular settings of students with disabilities was a primary problem area identified pursuant to New York State's Chapter 405 of the Laws of 1999. Department efforts to address targeted districts were described in the *Annual Report to the Legislature: Chapter 405 of the Laws of 1999*, published in December 2000 and December 2001.

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<sup>1</sup> National Institute for Urban School Improvement, "The Nexus of Race, Disability, and Overrepresentation," *Brief Discussions of Critical Issues in Urban Education*, December, 2001, p.1.

## Review of Literature

Research on the disproportionate placement of students from diverse racial and ethnic groups in special education is voluminous; however, the majority of the research is anecdotal, not empirical and many of the strategies for improvement have resulted in peripheral rather than structural or systemic change within districts. Educators, parents, academics and others have offered varying and often conflicting evidence and perspectives on the nature and extent of the issue.<sup>2</sup> The scarcity of relevant research has created barriers to a complete understanding of the issues.<sup>3</sup> Much of the effort to address this issue has focused on changing discriminatory policies and procedures. While this has been necessary, it has been insufficient to reach the goal of eliminating disproportionality.<sup>4</sup> Therefore, much of the research has focused on strategies to reduce the disproportionate identification of students (cultural sensitivity, teacher training, assessment instruments and pre-referral strategies). Explanations for overrepresentation of some racial and ethnic groups of students in special education range from the impact of poverty on these children's development to institutional discrimination that may result in lower expectations and inappropriate referrals to special education.<sup>5</sup> While poverty and the increased prevalence of disabilities are related, the latest research is moving from descriptions of the impact of poverty to examinations of the factors that protect children from the negative influence of poverty (McLoyd, 1998).<sup>6</sup> Effective schools are examples of proactive systems that foster competence in development and higher achievement in students, including students who live in poverty.

As early as 1982, the National Research Council (NRC) of the National Academy of Sciences provided important insights into the problem of disproportionality, including the link between lack of access to effective instruction in regular education and placement in special education programs.<sup>7</sup> At the time it was issued, this report represented an important reconceptualization of the origins of this problem. The NRC observed that the most frequent reasons for referral for special education are weak academic performance, specifically in reading and behavior problems. While this often was attributed to the characteristics of the learners, it also reflects the opportunities to learn in school in an environment that is challenging, conducive to learning and where behavior is managed effectively. The report concluded that referral and placement in

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<sup>2</sup> National Institute for Urban School Improvement "The Nexus of Race, Disability, and Overrepresentation," Brief *Discussions of Critical Issues in Urban Education*, December 2001, p. 2.

<sup>3</sup> Ibid. p. 2.

<sup>4</sup> John Veere, "Monitoring and Addressing Racial and Linguistic Disproportionality," 2000, p.4.

<sup>5</sup> Alfredo J. Artiles, Beth Harry, Daniel J. Reschly, Philip Chinn, "Over-identification of Students of Color in Special Education: A Critical Overview," *The Alliance Project*, Vanderbilt University, 1998, p 4.

<sup>6</sup> V.C McLoyd, "Socioeconomic disadvantage and child development," *American Psychologist*, 1998, Volume 53, p. 185-204, Cited in "Over-identification of Students of Color in Special Education: A Critical Overview," *The Alliance Project*, Vanderbilt University, 1998.

<sup>7</sup> K. A. Heller, W. H. Holtzman & S. Messick "Placing Children in Special Education: A Strategy for Equity," 1982, Cited in "Over-identification of Students of Color in Special Education: A Critical Overview," *The Alliance Project*, Vanderbilt University, 1998, p. 4.

special education may represent “a lack of exposure to quality instruction for disadvantaged and minority children.”<sup>8</sup>

The *Nineteenth Annual Report to Congress on the Implementation of the IDEA* initiated this broader discussion when it described the following three phases in the identification and placement process where there is a risk of overrepresentation occurring:

- time frame preceding the referral for special education;
- process of evaluating the student and making decisions about whether the student has a disability and what the student’s placement should be in special education;
- location of special education the child is receiving and its relationship to general education and high quality instruction.<sup>9</sup>

Almost 20 years later, the National Research Council published a follow-up study, *Minority Students in Special and Gifted Education* (2002).<sup>10</sup> This study reviewed the current knowledge base and proposed potential explanations for minority disproportion. The Council concluded that the school experience itself contributes to racial disproportion in academic outcomes and behavioral problems that lead to placement in special education. It also found that “schools with higher concentrations of low-income, minority children are less likely to have experienced, well-trained teachers...(and are more likely to be) providing less support for high academic achievement.”<sup>11</sup> The NRC report cited several important findings that led it to rethink the current approach to the identification and the placement in special education.

1. The most frequent reasons for referral to special education are reading difficulties and behavior problems.
2. In recent years, interventions in general education to improve reading mastery and classroom management have demonstrated the reduction in the number of students who fail at reading or who are later identified as having behavior problems.
3. There are no mechanisms in place that guarantee that students will be exposed to research-based, state-of-the-art reading instruction or classroom management before they are referred for special education.
4. Referrals for special education require student failure. An early identification mechanism for children at risk for later reading and behavior problems allows for early effective interventions that are much more successful than post failure interventions, that is, special education and restrictive placements.

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<sup>8</sup> Ibid.

<sup>9</sup> *Nineteenth Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act (IDEA) 1997*, p. I-46.

<sup>10</sup> *Minority Students in Special and Gifted Education*, National Research Council, 2002, p. 227.

<sup>11</sup> Ibid.

The most significant step in special education placement is that first the student must be referred. Referrals are most often made by general education teachers. "For this reason, the Council considers general education and referral and assessment for special education as parts of a single picture."<sup>12</sup> Solutions to resolve the disproportionality within special education must begin in general education. The Council argues in its 2002 follow-up report that key factors in the referral process are support for minority student achievement in general education and training for teachers in behavior management. The kind and quality of resources and the way these resources are used affect the context in which learning occurs and therefore the placement rates of minorities in special education. Two issues that had the greatest effect included education personnel and school funding.

Education Personnel: Evidence suggests that poor and minority students are more likely to have teachers with less experience and expertise. The recent National Assessment of Title I documented that high poverty schools have a much greater percentage of inexperienced and uncertified teachers. Another concern expressed in this report was the widespread use of paraprofessionals. Eighty-four percent of high poverty schools use these personnel for instruction. Providing instruction accounted for 60 percent of the paraprofessionals' time and 41 percent reported more than half of this time was spent teaching their own students. Minority and low-income students are most likely to be in schools with inadequately prepared and inexperienced teachers and administrators (Darling-Hammond and Post 2000).

School Funding: Money can matter but it is not the only factor that matters. More money allows districts to hire well-qualified teachers who use more effective instructional strategies and administrators who are skilled instructional leaders. Since the lack of mastery of reading is the single greatest reason for special education referrals, increased funding to bring research-based approaches to the teaching of reading and intensive supports for students who are struggling is critical. A number of studies (Wasik and Slavin, 1993; Slavin and Madden 1996; Allington, Struetzel, Shake and Lamarche, 1986) demonstrated that early intensive intervention significantly improved reading ability in children who were struggling and significantly reduced the likelihood of referral to special education. These supports and personnel development cost money. However, it is the teachers and administrators who ultimately bring these skills to the educational environment.

## **New York State Data**

The most recent report to the Board of Regents (June 2002) on special education data focused on the link among poverty of students, achievement in high need school districts, special education placement patterns in these districts, access to general education curriculum and the cumulative effects of these factors on student

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<sup>12</sup> Minority Students in Special and Gifted Education, National Research Council, 2002, p. 167.

achievement. It is clear that, in New York State, the largest numbers of racially and ethnically diverse students are concentrated in high need school districts. Since all Big Five Cities and 78 percent of Urban/Suburban poor districts have issues relating to disproportionality and 83 percent of these same districts have been identified for lower performance, there appears to be a strong correlation among disproportionality, poverty and poor performance.

It is also clear from the research that all children can achieve at high levels when high expectations and clear standards are applied, there are rigorous curricula, well-prepared teachers with high quality professional development, additional time and support for students who are struggling, and sufficient resources to support these efforts.<sup>13</sup> In the report, *The Funding Gap: Low Income and Minority Students Receive Fewer Dollars*, the Education Trust analysis revealed that school districts that educate the greatest number of poor and minority students have less state and local money to spend per student than districts with the fewest poor and minority students. New York State had the greatest funding differential in state aid for these school districts.

In many of these high need districts, higher numbers of students are identified in need of special education because no other supports are available in general education. These districts also use the "special class" and "separate school" models for greater percentages of students with disabilities. The concentration of racially and ethnically diverse students in high need school districts where general education supports and the special education options are limited provides the backdrop for the discussion of the issue of disproportionality in New York State. The Department's 2000-2001 data show that:

- A greater percentage of students from most minority groups were identified to receive special education services compared to their proportion in the total enrollment (24 percent of Black students were identified as compared to 19.5 percent enrolled). See Attachment 1.
- A greater percentage of students with disabilities from various racial and ethnic groups are classified as mentally retarded (3.2 percent of White students as compared to 5.6 percent of Black, 4.1 percent of Hispanic, 5.3 percent of Asian/Pacific Islander and 3.8 percent of American Indian/Alaskan Native). See Attachment 2.
- A greater percentage of students with disabilities from minority groups are classified as emotionally disturbed (7.9 percent of White students as compared to 18.1 percent of Black, 10.7 percent of Hispanic, 15.4 percent of American Indian/Alaskan Native). See Attachment 2.
- Greater percentages of minority students with disabilities were provided special education services in separate educational settings (6.2 percent of White students

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<sup>13</sup> The Education Trust, "The Funding Gap: Low Income and Minority Students Receive Fewer Dollars," The Education Trust, 2002, p.1.

as compared to 10.7 for Black, 7.6 for Hispanic, 9.3 for Asian/Pacific Islander and 8.2 Percent for American Indian/Alaskan Native). See Attachment 3.

- Students from racially and ethnically diverse backgrounds are concentrated in high need school districts. Placement patterns for these districts show a greater reliance on the use of special classes and separate school models. Placement patterns for minority students reflect this use of separate settings.
- Greater percentages of minority students with disabilities attended general education classrooms for less than 40 percent of the school day (19.7 percent of White students as compared to 41.2 percent of Black, 42.8 percent of Hispanic, 32.7 percent of Asian/Pacific Islander and 33.6 percent of American Indian/Alaskan Native). See Attachment 3.
- There are also gaps in performance of students with disabilities by race/ethnicity (34.4 percent of White students scored at levels three and four on the 2001 Elementary English Language Arts state assessment as compared to 11.5 percent of Black students, 9.9 percent of Hispanic, 17.4 percent of Asian/Pacific Islander and 14.6 percent of American Indian/Alaskan Native). The pattern is similar for Elementary Mathematics and Middle Level English Language Arts and Mathematics assessments.<sup>14</sup>

### **Identification of Districts with Disproportionality**

Chapter 405 of the Laws of 1999 requires the Department to examine special education data from all school districts in relation to a number of key areas, including disproportionate identification and placement of minority students in special education. Districts are given the opportunity to verify and correct any errors in the data, and to provide explanations that might mitigate the effect of the data (e.g., parents moving into the district so that their children could take advantage of specific special education programs and services). In order to determine which districts were in the greatest need of support in relation to disproportionality, these data were subjected to a Chi Square analysis.<sup>15</sup> This analysis tool, one of the instruments used by the New York State Office of Civil Rights, is best suited to New York State's demographics. The results of the Chi Square analysis were used to identify districts with statistically significant discrepancies in one or more areas of disproportionality, including identification as a student with a disability, identification in a particular disability category, and access to the general education environment. Initially, 52.8 percent of all school districts in 1998-99 were

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<sup>14</sup> Special Education PD Data, 2000.

<sup>15</sup> A Chi Square analysis compares the frequency with which something occurs (e.g., the frequency with which students who are Black are identified as students with disabilities) is compared against the frequency with which it could be expected to occur (e.g., the percentage of students in the total school population who are Black). The analysis looks at the difference between the actual and expected values and provides a result that represents the likelihood that the difference is due to other factors and not just the result of typical random variations in data from year to year.

identified as having one or more issues identified in Chapter 405; 32.5 percent of these districts had issues related to disproportionality based on race and ethnicity.

During 2000, the Department surveyed the identified districts to verify data associated with the problem areas, to determine underlying causes and identify actions taken by districts to address the problem. The results of the survey are summarized in the December 1, 2000 report.<sup>16</sup> Of particular note were the following survey responses:

- Outside the Big Five Cities, significant percentages of school districts (16 to 50 percent) indicated that personnel have not received training on cultural and language differences among students and their implications for assessment and interpretation of results.
- Only 50 percent of identified districts had implemented any actions/initiatives, since the 1997-98 school year, to address issues related to racial and ethnic disproportionality.
- The majority of school districts (84 percent) planned to implement actions/initiatives to address the disproportionality issues.

During 1999 and 2000, the Department began to develop internal capacity with EMSC and VESID to provide technical assistance to school districts in addressing disproportionality. Both offices recognize that special education alone cannot address the issue and that general education's role is critical to any systemic change effort. An intra-agency team comprising staff from EMSC, VESID, Regional School Support Centers (RSSC) Special Education Specialists and/or Special Education Training and Resource Center (SETRC) staff has led the Department's technical assistance efforts. The federal Office of Special Education Programs, Office of Civil Rights, the National Association of State Directors of Special Education, and the Northeast Regional Resource Center have also provided assistance. In 2001, a comprehensive plan of technical assistance for addressing disproportionality in the identified districts was implemented.

In 2001, a portion of the Chapter 405 identified districts was targeted for individual intervention. The selection of these districts was based on factors such as their data and the Department's resource capacity to provide individualized assistance. These districts received intensive support from both SETRC and the RSSC. One aspect of this support was coaching a group of district stakeholders in a root cause analysis process aimed at identifying the causes of disproportionality and overrepresentation in the district and developing a professional development plan to address them. RSSC and SETRC personnel provided professional development and/or technical assistance to the targeted districts as appropriate based on these plans.

An additional group of districts was identified for assistance through regional training. Each district was required to address its Chapter 405 issues including disproportionality in its professional development plan and to access regionally provided

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<sup>16</sup> Report on the Implementation of Chapter 405 of the Laws of 1999. New York State Education Department.

training that fits into the plan. This training, planned and supported by the RSSC and SETRC, was individualized to the most common root causes identified in the region.

All other identified districts were asked to perform a self-review of their Chapter 405 issues including disproportionality. These districts also were instructed to include strategies in their professional development plans to address their areas of identification.

### **Targeted Districts**

The targeted districts represent a cross section of New York State with the majority of the districts identified as high need districts. The districts were similar in that all experienced varying degrees of difficulty in identifying the root causes of their disproportionality, difficulty in distinguishing between root causes and the characteristics of the students and/or the schools, trouble identifying interventions likely to successfully address the issues, and an inability to develop evaluation strategies that were based on student outcomes. The districts were also similar in that none of them identified difficulty in reading as a root cause. In each case, the RSSC and/or SETRC staff worked with the district to remedy the deficits in their plans. The most commonly noted root causes for disproportionality across the targeted districts were:

- Lack of cultural competence and/or skills for educating students from various racial and ethnic backgrounds.
- Under-utilized or ineffective Instructional Support Team procedures and lack of teacher skill in behavior management.
- Inappropriate or ineffective assessment procedures.
- General education educators' resistance to or lack of knowledge about individualization and lack of teacher skill/willingness to collaborate with one another.

### **Impact of Technical Assistance**

The Department's capacity for addressing disproportionality continues to be developed through a Request for Proposal that will be issued to develop a statewide technical assistance center which will work with targeted school districts to reduce disproportionality. SETRC and RSSC staff will partner with the center to continue to develop their skills in the area of disproportionality. The center will evaluate the effectiveness of its training and technical assistance efforts in reducing disproportionality and will report its progress to the Department quarterly.

It is expected that the center will focus on factors that are within the control of the school districts such as:

- Alignment of curriculum with the new State Learning Standards K-12 and across grade levels;
- Provision of academic and other support services;
- Improving effectiveness of school-based support teams in individual student problem solving and planning;
- Improving skill levels of education staff in the area of cultural competence;
- Improving partnerships with families to support their engagement; and
- Eliminating discriminatory policies and procedures in the districts and schools.

The Department's experience with high need districts in other areas and a review of the literature affirm that the issues involved in disproportionality require three to five years for a robust response to interventions because of the need for systemic rather than peripheral change within the district and community. That being said, it is possible to examine the progress in districts after one year of intervention. An analysis of 2000-2001 data, which will be the basis for identifying school districts with Chapter 405 issues during the 2002-2003 school year, reveals the following progress:

- There was a decrease in the percentage of school districts that place more than 15 percent of students with disabilities in separate educational settings (from 16.9 percent of districts to 11 percent of districts).
- There was a decrease in the percentage of school districts with disproportionate placement of minority students in more restrictive settings (from 14.9 percent of districts to 12.9 percent of districts).
- There has been a reduction in the extent to which Black and Hispanic students are overrepresented in special education, as depicted in Attachments 4 and 5. For example, the overrepresentation of Black students in special education decreased to 4.5 percentage points above the percentage of Black students in the total enrollment, compared to 5.6 percentage points above their enrollment percentage in 1998-99.

In order to further focus the effort to address disproportionality, the Department has removed the disproportional representation of White students as a criterion in the 2000-2001 data analysis. This decreases the percentage of districts that would be notified for disproportionate identification based on race/ethnicity from 32.5 percent to 21.3 percent.

### **Future Focus**

There are three areas that require specific attention as we implement strategies to resolve this issue:

- The disproportionate identification of students from various racial and ethnic backgrounds starts in general education. Students are often identified in need of special education because insufficient supports to address reading difficulties and behavior management are available in general education. School districts that

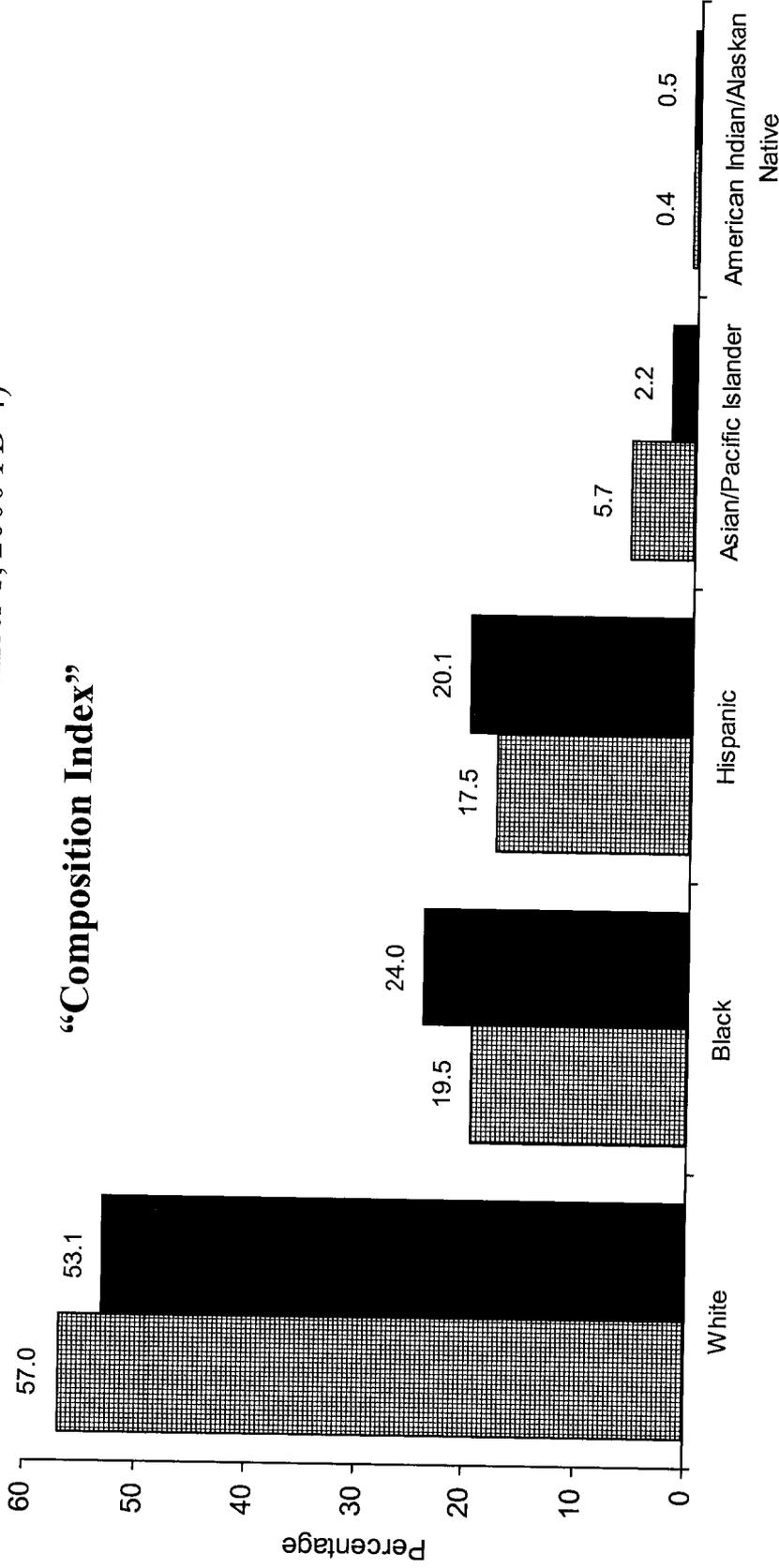
educate the greatest number of poor and minority students have less resources than districts with the fewest poor and minority students. It is also evident from the research that all children can achieve at high levels when high expectations and clear standards are applied, there are rigorous curricula, well-prepared teachers with high-quality professional development, additional time and support for students who are struggling and the resources to support these efforts. An important strategy for reducing disproportionality will be the continued increase in Educationally Related Support Services aid, which provides districts with dollars to increase support services in the general education setting.

- Many of the targeted school districts have few resources for intensive research-based interventions essential to students who are struggling to read. These interventions play a major role in reducing the number of inappropriate referrals to special education. Teachers in these districts, including special education teachers, are in need of comprehensive, long-term professional development in these practices as well as cultural competence and behavior management. The Department has reallocated its discretionary special education dollars and technical assistance efforts to support districts with the greatest need. The new federal funds for reading improvement will also be targeted to high need districts. In addition, districts receive excess cost aid for special education, IDEA flow through, and NCLB formula funds. These dollars should also be used as a resource to address this issue. There must be a concerted, long-term effort to support the improvement of the instructional programs in these districts.
  
- Many of the targeted districts that have disproportionate placements of students in separate classes or separate site programs have a limited continuum of special education services. Specifically, the Big Five Cities use the “special class” and “separate school” models for greater percentages of students with disabilities. Students in these programs have minimal interaction with nondisabled peers. More importantly, they have less access to general education curriculum and teachers who are well trained and experienced in the delivery of this curriculum. These districts must implement the Regents least restrictive environment policy comprehensively to ensure that those students who are appropriately identified as needing special education services receive these services in the least restrictive environment. In addition, for those students who legitimately require more segregated placements, there must be equal access within these programs to a rigorous general education curriculum and highly skilled teachers.

# Race/Ethnicity of School-Age Students

(Source: 2000 BEDS Data and December 1, 2000 PD-4)

“Composition Index”

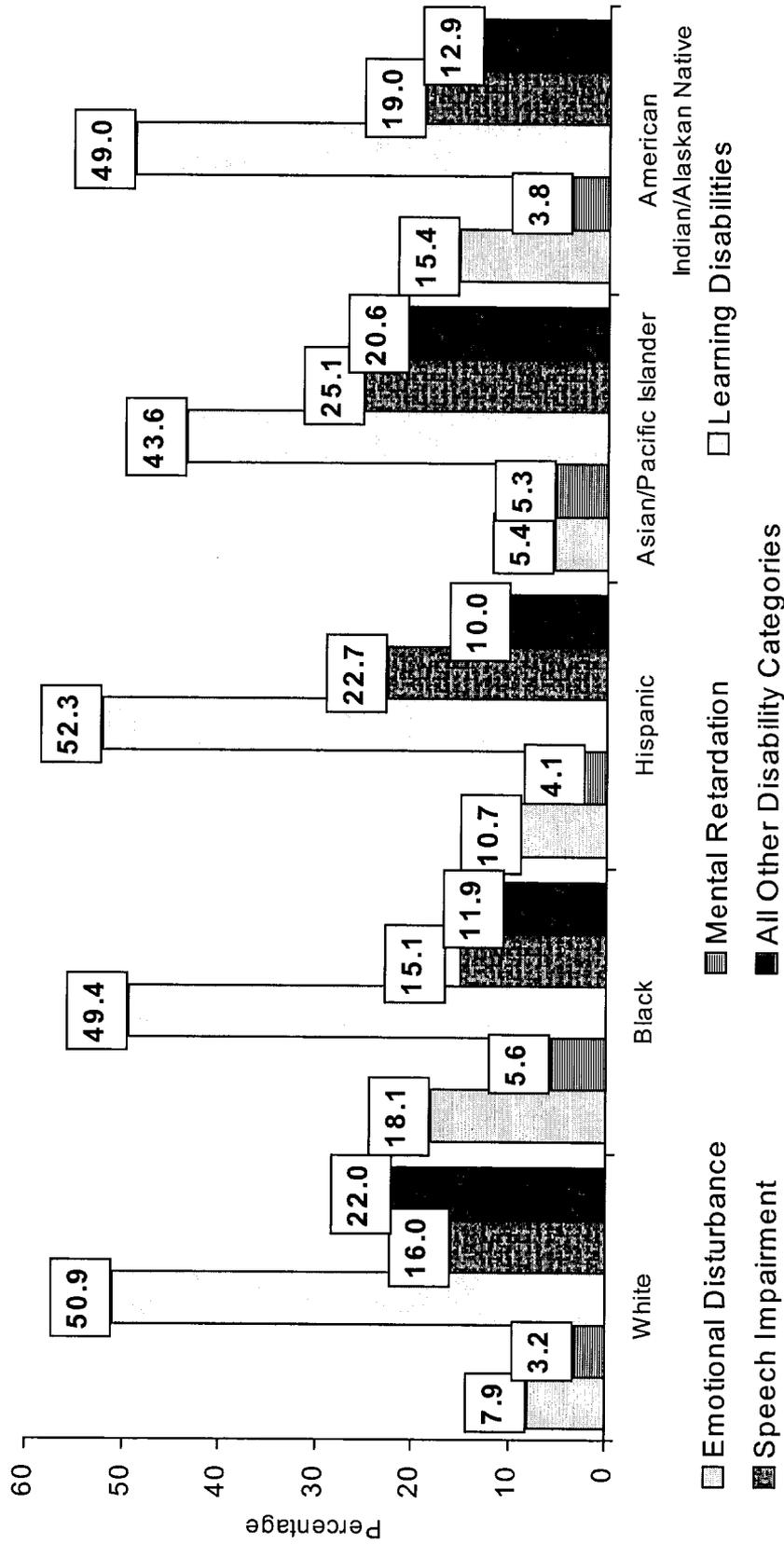


■ BEDS enrollment of Fall 2000 of all students enrolled in public, private, Charter schools, and BOCES programs, n = 3,345,187

■ December 1, 2000 count of students with disabilities (for whom race/ethnicity data were provided), n = 406,299

# CLASSIFICATION BY RACE/ETHNICITY

## December 1, 2000

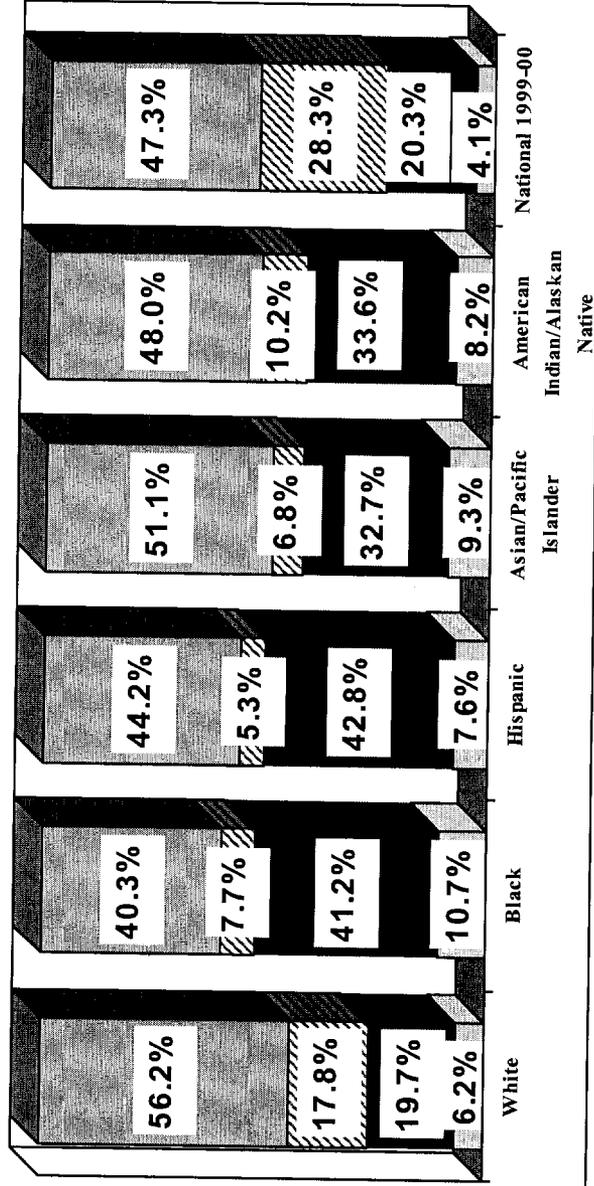


Data are as of March 14, 2002; Source: PD-4

New York State Education Department, Office of Vocational and Educational Services for Individuals with Disabilities

## 2000-2001 Placement Pattern by Race/Ethnicity

Placement pattern for most minorities reflects the placement pattern in the High Need school districts, where most minorities are concentrated.



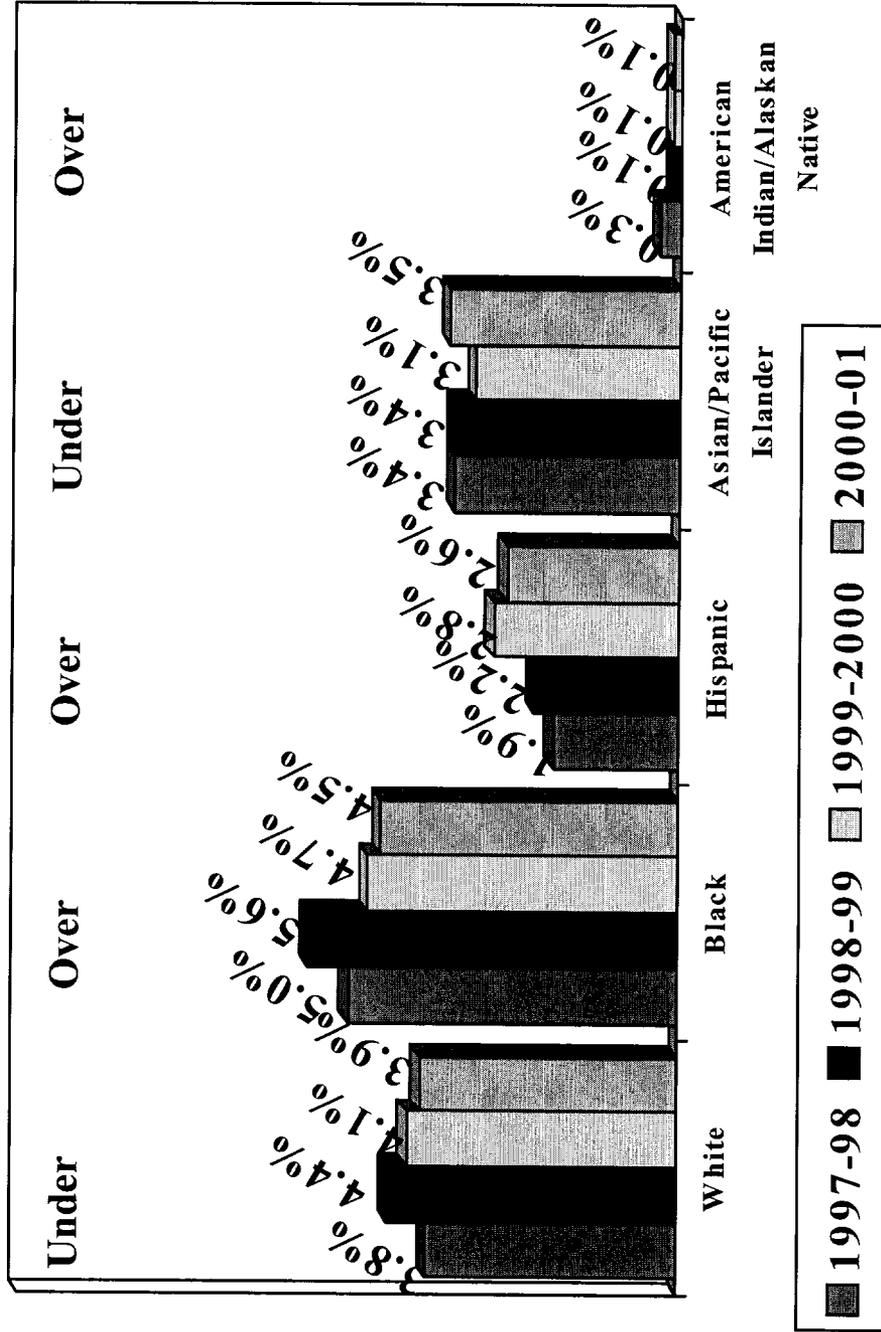
■ In General Education Classrooms 80% or more of the School Day  
 ▨ In General Education Classrooms between 40% and 79% of the School Day  
 ■ In General Education Classrooms less than 40% of the School Day  
 ■ Separate Educational Settings

Data are as of March 14, 2002

New York State Education Department, Office of Vocational and Educational Services for Individuals with Disabilities

## Percentage Point Gap Between Total Enrollment and Special Education Enrollment by Race/Ethnicity

### Over-representation or Under-representation in Special Education



**Black and American Indian students with disabilities were 3 times more likely to be classified as having emotional disturbance than White students in 2000-2001.**

Group	Emotional Disturbance		Mental Retardation		Learning Disabilities	
	% of Group Enrollment	Ratio	% of Group Enrollment	Ratio	% of Group Enrollment	Ratio
American Indian	2.7%	3.0	0.7%	1.8	8.6%	1.5
Asian	0.2%	0.3	0.2%	0.7	2.0%	0.4
Black	2.7%	3.0	0.8%	2.3	7.4%	1.3
Hispanic	1.5%	1.7	0.6%	1.6	7.4%	1.3
White	0.9%	1.0	0.4%	1.0	5.8%	1.0

**Relative Risk of Identification of Students by Particular Disabilities  
(Continued from previous page)**

<b>Group</b>	<b>Speech</b>		<b>Other</b>	
	<b>% of Group Enrollment</b>	<b>Ratio</b>	<b>% of Group Enrollment</b>	<b>Ratio</b>
<b>American Indian</b>	<b>3.3%</b>	<b>1.9</b>	<b>2.3%</b>	<b>0.9</b>
<b>Asian</b>	<b>1.2%</b>	<b>0.6</b>	<b>1.0%</b>	<b>0.4</b>
<b>Black</b>	<b>2.3%</b>	<b>1.2</b>	<b>1.8%</b>	<b>0.7</b>
<b>Hispanic</b>	<b>3.2%</b>	<b>1.8</b>	<b>1.4%</b>	<b>0.6</b>
<b>White</b>	<b>1.8%</b>	<b>1.0</b>	<b>2.5%</b>	<b>1.0</b>

**Other Disabilities: Autism, Deafness, Hearing Impairments, Visual Impairments, Orthopedic Impairments, Other Health Impairments, Multiple Disabilities, Deaf/Blindness, and Traumatic Brain Injury**