

**American Indian
Disproportionality in
Special Education**

*November 17, 2010, discussion with
Special Committee on State-Tribal Relations*

Wisconsin Department of Public Instruction

Overview

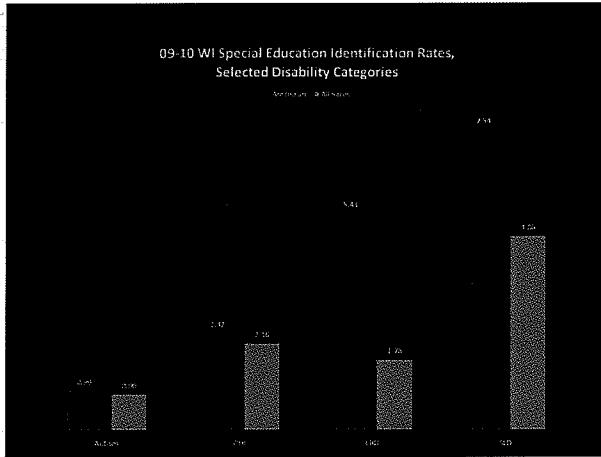
- Data analysis, statewide and select districts, regarding American Indian identification rates in special education
- Nexus between general education and special education over-identification
- Data analysis regarding other educational outcomes for American Indian students
- WI's approach to mandatory work regarding disproportionality

**Racial disproportionality in
education: federal requirements
regarding special education**

- 3/20 Indicators focus on disproportionality:
 - Suspension/expulsion
 - Prevalence in special education
 - Prevalence in specific disability categories
- Required use of 15% of funds in general education to address disproportionality in special education

**American Indian Disproportionality
in Special Education**

- State patterns of identification, by race
- District patterns of identification, by race (>75 American Indian students enrolled, 6-21)



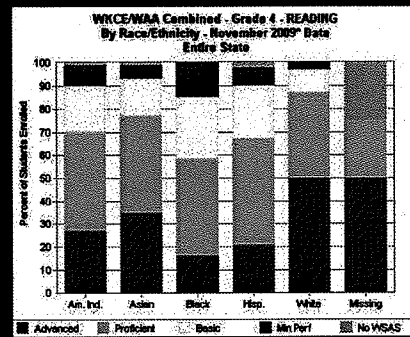
American Indian Disproportionality in Special Education

- Nexus between general education and special education
 - Research finding for 20+ years
 - *Minority Students in Special and Gifted Education* (National Research Council, 2002)
 - *Racial inequity in special education* (Losen & Orfield, 2002)
 - *Why are so many minority students in special education?* (Harry & Klingner, 2006)
 - Federal legislation regarding special education requires, if districts meet established criteria, attention in general education

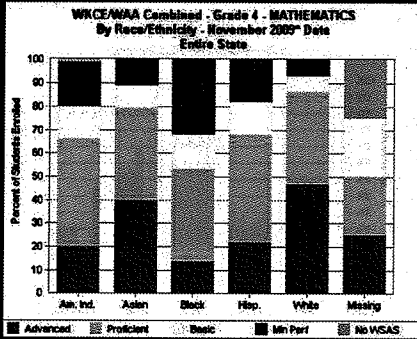
Disproportionality in other educational outcomes

- Academic achievement
- Discipline
- Truancy
- Drop-out rates

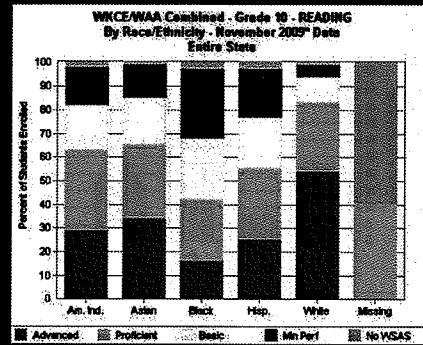
Racial disproportionality in education: academics



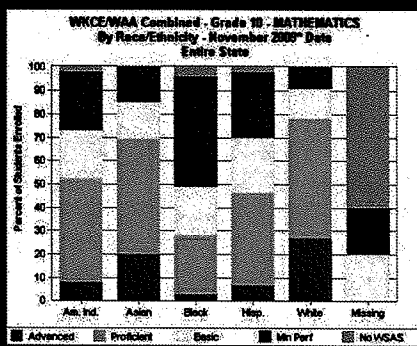
Racial disproportionality in education: academics



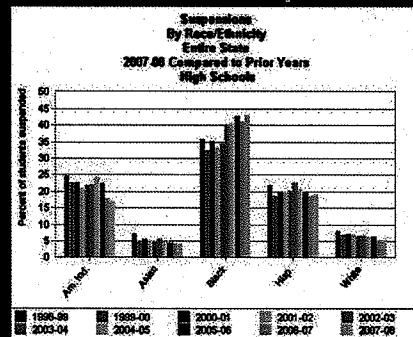
Racial disproportionality in education: academics



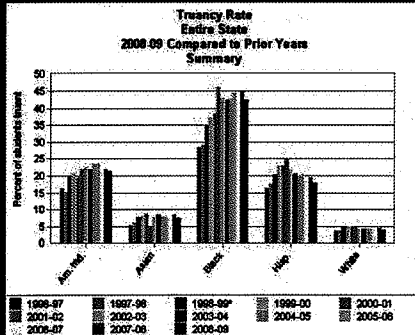
Racial disproportionality in education: academics



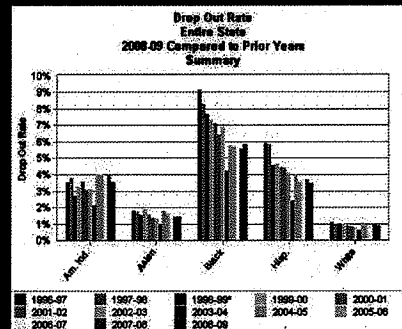
Racial disproportionality in education: discipline



Racial disproportionality in education: attendance



Racial disproportionality in education: drop out rate



Wisconsin's framework for addressing disproportionality in special education

- Focus on nexus between general education and special education
 - Technical assistance
 - Annual institute on disproportionality
 - Statewide systems-change initiative

CREATE WISCONSIN

"Teach All Reach All"

- CREATE : Culturally Responsive Education for All: Training and Enhancement
- Several program components support districts' working with American Indian communities:
 - American Indian Student Achievement Network
 - Culturally Responsive Classroom Practices
 - Early Childhood Project

Every Child A Graduate

- Recruit and Retain Quality Teachers
- Innovation that Works
- Safe and Respectful Schools
- Fair and Sustainable Funding



American Indian	Public Enrollment, Ages 6-21	Students w/Disabilities, Ages 6-21	Risk
All Disabilities			
2007-08 Statewide	11,518	2,639	22.91
2008-09 Statewide	11,600	2,595	22.37
2009-10 Statewide	11,597	2,546	21.95
<i>2009-10 Statewide All Races</i>	<i>772,865</i>	<i>109,774</i>	<i>14.2</i>
Autism			
2007-08 Statewide	11,518	81	0.70
2008-09 Statewide	11,600	90	0.78
2009-10 Statewide	11,597	115	0.99
<i>2009-10 Statewide All Races</i>	<i>772,865</i>	<i>6,962</i>	<i>0.901</i>
Cognitive Disability			
2007-08 Statewide	11,518	193	1.68
2008-09 Statewide	11,600	183	1.58
2009-10 Statewide	11,597	173	1.49
<i>2009-10 Statewide All Races</i>	<i>772,865</i>	<i>9,641</i>	<i>1.25</i>
Emotional Behavioral Disabilities			
2007-08 Statewide	11,518	664	5.76
2008-09 Statewide	11,600	663	5.72
2009-10 Statewide	11,597	630	5.43
<i>2009-10 Statewide All Races</i>	<i>772,865</i>	<i>13,615</i>	<i>1.76</i>
Specific Learning Disabilities			
2007-08 Statewide	11,518	990	8.60
2008-09 Statewide	11,600	926	7.98
2009-10 Statewide	11,597	874	7.54
<i>2009-10 Statewide All Races</i>	<i>772,865</i>	<i>37,544</i>	<i>4.86</i>
Other Health Impairment			
2007-08 Statewide	11,518	240	2.08
2008-09 Statewide	11,600	250	2.16
2009-10 Statewide	11,597	281	2.42
<i>2009-10 Statewide All Races</i>	<i>772,865</i>	<i>16,698</i>	<i>2.16</i>
Speech/Language Impairment			
2007-08 Statewide	11,518	426	3.70
2008-09 Statewide	11,600	438	3.78
2009-10 Statewide	11,597	432	3.73
<i>2009-10 Statewide All Races</i>	<i>772,865</i>	<i>22,076</i>	<i>2.86</i>

All Disabilities - American Indian

School Year	LEA Name	Public Enrollment, Ages 6-21	Students w/Disabilities, Ages 6-21	Risk
2009-10	Green Bay Area	924	254	27.49
2009-10	Menominee Indian	733	171	23.33
2009-10	Milwaukee	597	125	20.94
2009-10	Ashland	451	102	22.62
2009-10	Hayward Community	426	95	22.30
2009-10	Shawano	409	64	15.65
2009-10	Lac du Flambeau #1	359	58	16.16
2009-10	Black River Falls	313	48	15.34
2009-10	Seymour Community	313	69	22.04
2009-10	Bayfield	280	83	29.64
2009-10	Crandon	251	64	25.50
2009-10	West De Pere	220	47	21.36
2009-10	Superior	191	48	25.13
2009-10	Madison Metropolitan	184	42	22.83
2009-10	Lakeland UHS	178	43	24.16
2009-10	Bowler	147	34	23.13
2009-10	West Allis	141	24	17.02
2009-10	Wisconsin Dells	137	25	18.25
2009-10	Pulaski Community	124	41	33.06
2009-10	Appleton Area	117	33	28.21
2009-10	Siren	105	32	30.48
2009-10	Eau Claire Area	98	24	24.49
2009-10	Wausau	96	23	23.96
2009-10	Tomah Area	93	14	15.05
2009-10	Webster	92	15	16.30
2009-10	Kenosha	90	12	13.33
2009-10	Baraboo	85	8	9.41
2009-10	Ashwaubenon	84	23	27.38
2009-10	La Crosse	84	22	26.19
2009-10	Gresham	82	10	12.20
2009-10	Wabeno Area	80	17	21.25
2009-10	Statewide	11,597	2,546	21.95

2009-10	All Races Statewide	772,865	109,774	14.2
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Every Child a Graduate

Every child must graduate ready for further education and the workforce. We must align our efforts so our students benefit from both college and career preparation, learning the skills and knowledge necessary to be contributing members of our communities.

To build on our long-standing commitment to public education, Wisconsin must recruit and retain quality educators, invest in innovation, ensure safe and respectful schools, advance accountability, and work toward fair and sustainable school funding.

- **Recruit and Retain Quality Teachers.** Strong teachers and school leaders are vital to the success of our students, schools, and communities. We need to recruit and retain talented educators for our children. Trained mentors are essential for our newest teachers and school leaders. We must expand incentives for our best educators to work in high-needs schools and engage in research and innovation. We should pilot new and innovative systems for educator compensation.
- **Innovation that Works.** Our students require strong libraries and access to up-to-date technology that reflects the information economy that is changing our lives and schools. For this we need multiple pathways to connect rigorous academic standards to real-world learning experiences, including on-line learning opportunities for all students. We must create the next generation of charter schools, schools that are of the highest quality and reach strong standards of accountability.
- **Safe and Respectful Schools.** Wisconsin parents want and expect their children to attend safe schools. Children learn best in positive, healthy, and successful learning environments. Investments in a safe and respectful school community include small class sizes, access to highly qualified counselors, anti-bullying programs, and systems that promote positive behaviors.
- **Accountability for Results.** We must create schools that are truly accountable to the parents, students, and citizens of every district in this state. We must develop multiple assessments that provide students and teachers with meaningful and timely information about student learning as measured against rigorous standards. A new generation accountability system recognizes progress in raising student achievement.
- **Fair and Sustainable Funding.** Our children, no matter where they live in Wisconsin, must have the same educational opportunities. Deferred maintenance, program and staffing cuts, delayed technology purchases, and higher student fees are becoming the norm instead of the exception. Child poverty continues to grow at a rapid rate. Moving beyond current challenges, we must agree on the building blocks of a sustainable funding future for our public schools and libraries. And, we must leverage available state funds and federal dollars to target schools that have the neediest children.

