



Presented by IDEA Data & Research,
University of Arkansas at Little Rock
S4-E3



RACIAL INEQUALITY IN SPECIAL EDUCATION SIGNIFICANT DISPROPORTIONALITY

..... (AKA Comprehensive Coordinated Early Intervening Services (CCEIS))

Racial inequality exists in education across America. However, it is most evident in the identification of students receiving special education and related services.

The Individuals with Disabilities Education Act (IDEA) requires states to analyze special education child count and discipline data for ages 3-21 in 14 areas for racial disproportionality using a Risk Ratio methodology.

The CCEIS regulations (effective July 2018) required states to include preschool counts in the analysis as of July 2020. Due to the structure of Arkansas's preschool special education programs, the required preschool data by race are merged with the child's resident school district's data.

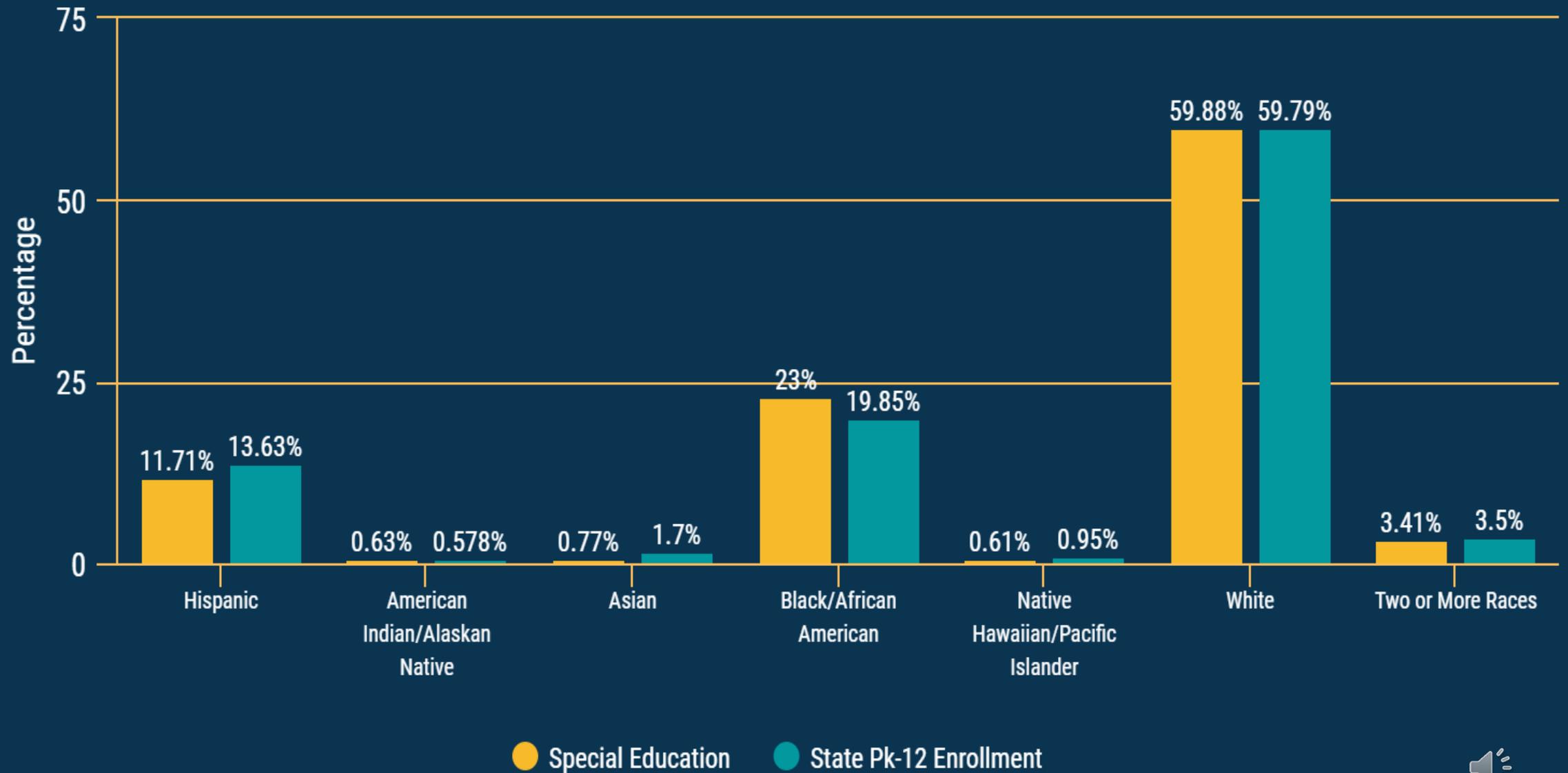


Significant Disproportionality: Fourteen Areas of Analysis by Race/Ethnicity

| Identification Compared to P-12 Enrollment | Educational Environment Compared to 3-21 Child Count | Disciplinary Events Compared to 3-21 Child Count |
|--|--|---|
| 1. All Disabilities | 8. Day School | 10. In-School Suspension 10 days or less |
| 2. Intellectual Disability | 9. Less than 40% of day in Regular Classroom | 11. In-School Suspension greater than 10 days |
| 3. Autism | | 12. Out-of-School Suspension 10 days or less |
| 4. Emotional Disturbance | | 13. Out-of-School Suspension greater than 10 days |
| 5. Speech/Language Impairment | | 14. Total Disciplinary Removals |
| 6. Other Health Impaired | | |
| 7. Specific Learning Disability | | |



Percent of Special Education Students Ages 3-21 Compared to All Students, P-12, by Race/Ethnicity, 2020-21



11.59% of Arkansas's Child Count is comprised of preschoolers ages 3-5

88.41% of Arkansas's Child Count is comprised of k-12 students ages 5-21

The addition of preschool students to the significant disproportionality calculations has an affect on the denominator for all 14 areas of analysis and 9 of the numerators.

Preschool counts are not in the numerators for educational environments and the following disability categories: Intellectual Disability, Emotional Disturbance, and Specific Learning Disability





Arkansas does not allow the identification of preschool children in the three disabilities mentioned above.

Therefore, if a district is being flagged for over identification in one of those categories the inclusion of preschool counts in the denominator may benefit the district.

68% of districts identified to set-a-side funds for the 2021-2022 school year is due to the disproportionate representation of Black students in the following areas of analysis

- **Intellectual Disabilities (5)**
- **Specific Learning Disability (4)**
- **Educational Environment: Day School (1)**
- **In-School Suspension > 10 Days (3)**
- **Out-of-School Suspension/Expulsion 10 Days or Less (1)**
- **Out-of-School Suspension/Expulsion > 10 Days (3)**



Compared to 24% of district being identified to set-a-side funds for the 2021-2022 school year is due to the disproportionate representation of White students in the following areas of analysis

- **All Disabilities (1)**
- **Autism (1)**
- **Emotional Disturbance (2)**
- **Other Health Impaired (1)**
- **Specific Learning Disability (1)**

And 4% or 1 district is identified to set-a-side funds for the disproportionate representation of Asian students in Autism.



Preliminary analysis of preschool inclusion to the calculation reveals numerous districts will exceed the 3.00 risk ratio threshold for the first time.

Other districts will see their risk ratios decline from previous years and may even see themselves removed from the CCEIS requirement. However, only time will tell as we implement the preschool requirement.

Districts must exceed the threshold for three consecutive years in the same category of analysis and race to be identified and required to set-a-side funds for CCEIS.



.....

The most recent District CCEIS Profiles are posted at <https://dese.ade.arkansas.gov/Offices/special-education/comprehensive-coordinated-early-intervening-services-cceis>

The District CCEIS Profiles are updated annually in early December. The profiles shows the risk ratios for all 14 areas of analysis and the seven race categories for the most recent three-years of complete data.





Our Contact Information

IDEA Data & Research
University of Arkansas @ Little Rock
2801 S. University Avenue
Stabler Hall 406
Little Rock, AR 72204

Dr. Jody A. Fields, Director
jafiels@ualr.edu

Phone: 501-916-3219
Fax: 501-916-3238