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Disproportionate Representation by Disability Category

Examines whether students from certain racial or ethnic groups are represented in specific disability categories at much higher rates than others due to inappropriate identification of special education eligibility.

Why Is It Important?

Addressing disproportionate identification by race, ethnicity, and/or disability is crucial because it can impact access to appropriate supports and services, affect educational outcomes, and perpetuate systemic inequities. By analyzing this data, schools can identify potential biases in their identification processes, implement training and resources for staff, and promote more inclusive practices.

Ultimately, this information **fosters a more equitable education system** in which all students receive the necessary support tailored to their individual needs, ensuring that no group is over- or underrepresented in special education.

Additional Resources



Intro to the State Performance Plan (SPP): Learn more about the SPP and its indicators.



Intro to the SPP video
<https://bit.ly/SPPIIntro>



Indicator 10 video
<https://vimeo.com/792350669>

Indicator Feedback Forms:

Share your thoughts on the SPP indicators by completing the surveys linked below.



<https://seedsofpartnership.org/SPP-APR.html>

22–23 Data Snapshot:



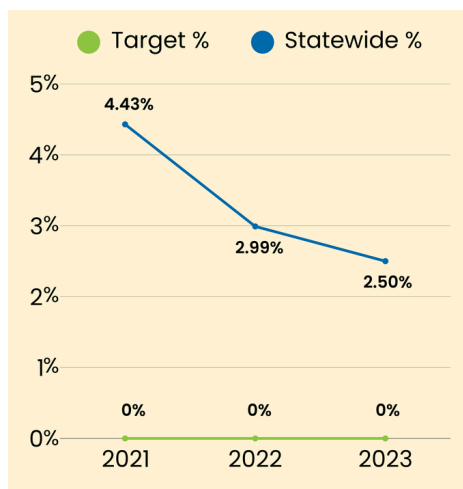
Of the **2,079** local educational agencies (LEAs) included in the percentage calculation:

162 had a disproportionate representation of racial/ethnic groups in specific disability categories.

Of the 162, **52** were the result of inappropriate identification.

Progress Towards Accurate and Equitable Identification

SPPI targets are goals set by the state to see how well schools are supporting students with disabilities. The state checks the results each year to see if these goals are being met. The statewide percentage reflects the percent of LEAs found to have disproportionately high identification rates in specific disability categories as a result of inappropriate identification.



Tips for Supporting Students

Stay Informed by asking questions before and during the evaluation process to understand fully why the student is being referred for special education services.

Promote Fair Practices:

Build partnerships between home and school to ensure that students' evaluations accurately identify their needs.



Learn how your child's school is performing by visiting:
<https://aprindicators.systemimprovement.org>

