



DISPROPORTIONALITY IN K-12 EDUCATION

MAKING THE CASE FOR MTSS



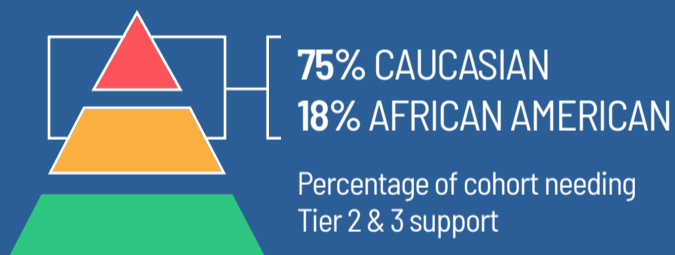
In 2014, African American students represented 16% of students in public education, but 20% of students identified with a Specific Learning Disability (SLD) in Special Education (SPED). **That's 1 in 5 African American students with a SLD in SPED who likely didn't need to be there.**

The Individuals with Disabilities Education Act (IDEA) requires states to report racial disparities in special education placements relative to the racial composition of school districts in the state.

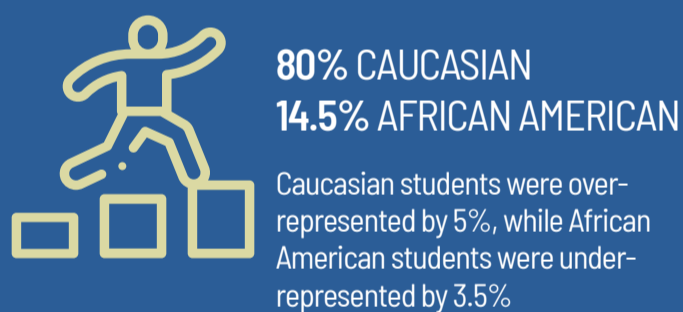
BUT WHAT HAPPENS BEFORE A SPED REFERRAL?

Branching Minds examined data from over 300,000 students and found disproportionality even amongst which general education students were supported with a personalized learning plan.

STUDENTS NEEDING SUPPORT



STUDENTS RECEIVING SUPPORT



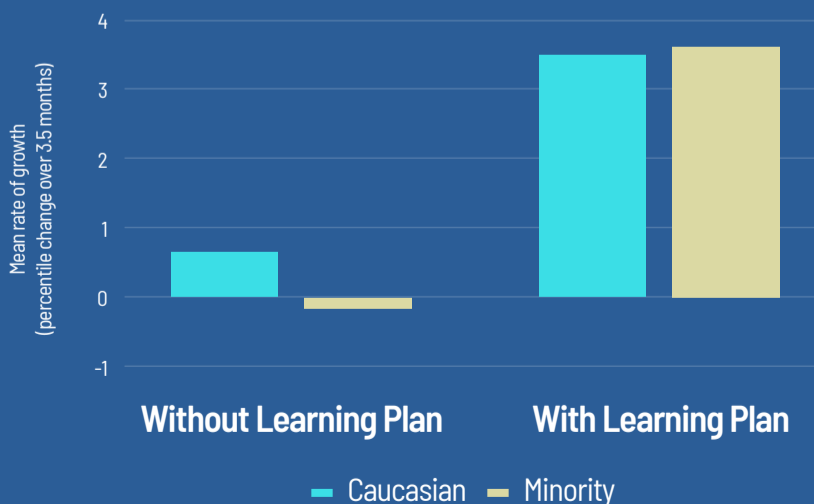
STANDOUT DISTRICT: SAN ANTONIO ISD

SAISD overcame the disproportionality of support that we saw in many districts, with just a 0.5% difference between students needing support and students RECEIVING support, across racial groups.

How did they do it? They leveraged:

- An equity focused staffing model
- A non-colorblind approach
- Extensive family and community outreach
- A commitment to achieving a high fidelity, data-driven Multi-tiered system of support (MTSS) practice

STUDENT WHO WERE SUPPORTED BY LEARNING PLANS EXPERIENCED EQUITABLE RATES OF GROWTH ¹



¹Data based on mean percentile on nationally normed universal screener assessments.