

Disproportionality Resources

(Many of these can also be found on [OSPI's Disproportionality Technical Assistance website](#).)

1. [Equity Alliance Web site](#) – Resources include a comprehensive Learning Carousel with brief overviews of topics in education, rubrics for assessing district or school practices, presentations, practitioner-oriented guides for improving practice, federal reports, and professional learning modules to promote access, participation, and positive outcomes for all students.
2. [The IRIS Center Web site](#) – Online interactive resources that translate research about the education of students with disabilities into practice. Materials cover a wide variety of evidence-based topics, including behavior, learning strategies, and progress monitoring.
3. [Preventing Disproportionality by Strengthening District Policies and Procedures: an Assessment and Strategic Planning Process](#) (National Center for Culturally Responsive Educational Systems, 2006, PDF) – Self-assessment tool developed by the National Center for Culturally Responsive Educational Systems to help school districts address institutional and systems issues that may impact students from culturally and linguistically diverse populations.
4. [Disproportionality Self-Study Tools and Resources](#) – Adapted from the National Center for Culturally Responsive Educational Systems, this self-assessment tool is multi-dimensional in scope and is designed to (a) increase the use of prevention and early intervention strategies, (b) create contexts conducive to educational systems improvement, and (c) enhance the teaching and learning of practitioners and students alike.
5. [OSEP Center on Positive Behavioral Interventions & Supports Web site](#) – Gives schools capacity-building information and technical assistance for identifying, adapting, and sustaining effective school-wide disciplinary practices.
6. [Disproportionality and Overidentification](#) – Topic briefs addressing the regulatory requirements under IDEA related to disproportionality and overidentification.
7. [Culturally Responsive Differentiated Instructional Strategies](#) – Article from the Metropolitan Center for Urban Education.
8. [RTI and SWPBIS: Confronting the Problem of Disproportionality](#) – Article published by the National Association of School Psychologists. *(Note: access to this article requires creation of a NASP account)*
9. [Response to Intervention](#) (OSPI Web site) – A school-based, multi-level prevention system to maximize student achievement and reduce behavior problems.

10. [National Indian Education Study](#) (National Center for Education Statistics, 2007) – This report presents results from a national survey, conducted in 2015, that examined the educational experiences of American Indian/Alaska Native (AI/AN) students, with particular emphasis on the integration of native language and culture into school and classroom activities.
11. [Culturally Competent Schools: Guidelines for Secondary School Principals](#) (National Association of School Psychologists, 3/06, PDF) – The first article in a three-part series on culturally competent schools that examines how principals can put in place policies and practices that honor the diverse cultures alive in a school.
12. [Improving Relationships and Results: Building Family/School Partnerships](#) – Curriculum designed to provide evidence-based interventions that schools can use to improve their relationships with families. These ready-to-go modules were developed in close cooperation with the Future of School Psychology Task Force on Family School Partnerships. Schools can use these materials as part of an overall coordinated effort to build and enhance effective practices that improve relationships as well as student results.
13. [Coordinated Early Intervening Services Guidance](#) – Guidance from the U.S. Department of Education - Office of Special Education and Rehabilitative Services on implementing coordinated early intervening services.