Disproportionality in Special Education
Part 2

Produced by CPIR, 2020
Ready for Some Heavy Data Lifting?
This training session picks up where Session 1 left off...

- How is disproportionality calculated?
- What is risk ratio analysis?
- What’s the “standard methodology” that states are using in calculating disproportionality?
- What must states do if they find significant disproportionality in an LEA or in the state?
Calculating Disproportionality

*States, LEAs, and schools must:*

1. Assemble student data of interest (Identification, placement, disciplinary removals)

2. Number crunch that data* (AKA data analysis)

*using the standard methodology*
Calculating Disproportionality

About that number crunching…
(AKA “risk ratio analysis”)

Terms to Know

Risk
Risk ratio
Risk ratio threshold
Risk ratio analysis
Comparison group
About “Risk Ratio Analysis”

Risk ratio analysis

- Is commonly used in many fields (medicine, insurance, business, education)
- Relies on analyzing data, data, data
- Requires having a comparison group
- Helps decision makers see if one group of people is more likely (or less) than another to: (fill in the blank)

Examples | The insurance world uses risk ratio analysis to see if one group is more likely than another group to:

Stay healthy? | Pay back a loan? | Have their house broken into? | Get into a car wreck?
**Terms to Know—“Risk”**

**Risk**

The likelihood of “X” outcome for “Y” racial or ethnic group (or groups)

**Outcomes of concern:**
identification, placement, disciplinary removal

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### How “Risk” is Calculated

<table>
<thead>
<tr>
<th># of children from “Y” racial or ethnic group (or groups) experiencing “X” outcome</th>
<th>× 100</th>
<th>= Risk</th>
</tr>
</thead>
<tbody>
<tr>
<td># of children from “Y” racial or ethnic group (or groups) enrolled in the LEA</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Now in everyday terms...an example!

**Risk**  The likelihood of being identified as having “intellectual disabilities” if you’re a Black/African American student

<table>
<thead>
<tr>
<th>In School District ABC</th>
<th>250 Black/African American children are identified as having “intellectual disabilities”</th>
</tr>
</thead>
<tbody>
<tr>
<td>3,000</td>
<td>The total number of Black/African American children enrolled in School District ABC</td>
</tr>
</tbody>
</table>

\[
\frac{250}{3,000} = 0.08 \times 100 = 8
\]

= Risk
Terms to Know—“Comparison Group”

Comparison Group
Consists of the children in all other racial or ethnic groups within an LEA or within the state

How to calculate the risk of the comparison group

\[
\text{# of children from all other racial or ethnic groups experiencing “X” outcome} \times 100 = \text{Risk}
\]

\[
\text{# of children from all other racial or ethnic groups enrolled in the LEA}
\]
**Another example in everyday terms**

**Risk** The likelihood of being identified as having “intellectual disabilities” if you’re a child from all other racial/ethnic groups

<table>
<thead>
<tr>
<th>In School District ABC</th>
<th><strong>450</strong> Children from all other racial/ethnic groups are identified as having “intellectual disabilities”</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>7,000</strong></td>
</tr>
</tbody>
</table>

\[
\frac{450}{7,000} = 0.06 \times 100 = 6
\]

Risk
Calculating the Risk Ratio

Now you can calculate the risk ratio for the racial/ethnic group in question!

\[
\frac{8}{6} = 1.3
\]

The risk ratio

How You Read a Risk Ratio

Black students are 1.3 times more likely than their non-Black peers to be identified with intellectual disabilities.
Terms to Know—“Risk Ratio Threshold”

When does disproportionality become **significant disproportionality**?

When the risk ratio goes over a set **threshold**

The state—with **STAKEHOLDER INPUT**—sets the **risk ratio thresholds** that will “trigger” a finding of significant disproportionality.
Pshhhew. So that’s how disproportionality is calculated!

Questions?
What happens if there’s a determination of significant disproportionality?

Shall we go on?
For Determinations of Significant Disproportionality

The state must:

- Provide for the annual review and revision *(if appropriate)* of policies, procedures, and practices used by the LEA in identification or placement of children, including disciplinary removals of children with disabilities*

* Do the LEA’s policies etc. comply with IDEA’s requirements?
For Determinations of Significant Disproportionality

The state must also:

- Require the LEA to report publicly on the revision of policies, practices, and procedures*

* This public reporting must be consistent with FERPA requirements and what Section 618(b)(1) of IDEA requires
For Determinations of Significant Disproportionality

The state must require the LEA:

- To use 15% of its Part B funds for comprehensive coordinated early intervening services (Comprehensive CEIS)
Comprehensive CEIS

LEAs identified with significant disproportionality may use Comprehensive CEIS:

- to serve students, ages 3 through grade 12, with and without disabilities
- to provide professional development and educational and behavioral evaluations, services, and supports
Comprehensive CEIS

In implementing comprehensive CEIS, an LEA **must**:

- identify and address the factors contributing to the significant disproportionality
- address a policy, practice, or procedure it identifies as contributing to the significant disproportionality
Who decides how the LEA will use its comprehensive CEIS funds?

The LEA, which:

- determines *which* factors contribute to a determination of significant disproportionality, and

- how to effectively target IDEA Part B funds reserved for comprehensive CEIS to address those factors
Flexibility Provisions

Does the state have any flexibility in identifying an LEA as having a significant disproportionality?

A state is **not required** to identify an LEA as having a significant disproportionality **until**
Flexibility Provisions

A state is *not required* to identify an LEA as having significant disproportionality until—

- The LEA has **gone over the threshold** set by the state for a racial or ethnic group with respect to “identification” or “placement” for up to three prior consecutive years preceding the identification; and

- The LEA has gone over the threshold and has failed to demonstrate reasonable progress (as determined by the state) in each of the two prior consecutive years.
Which are you, right now?!
A state is *not required* to identify an LEA as having significant disproportionality *until*—

- The LEA has *gone over the threshold* set by the state for a racial or ethnic group with respect to “identification” or “placement” (including disciplinary removals) *for up to 3 years in a row*; and
A state is *not required* to identify an LEA as having significant disproportionality until—

- The LEA has **gone over the threshold** set by the state for a racial or ethnic group with respect to “identification” or “placement” (including disciplinary removals) **for** up to 3 years in a row;

  and

- The LEA has gone over the threshold and has **failed to demonstrate reasonable progress** (as determined by the state) in each of the two prior years.
Questions?
Resources of More Information and Technical Assistance

Handout 8 identifies info:

- For general audiences (Basics 101)
- From the U.S. Department of Education
- For stakeholders involved in systems-level change
- For states, school systems, and schools
Wrapping All This Up
Thank you very much for joining us today!

Together let us strive to give all our children an equal opportunity to learn, grow, and become in our schools and communities.

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https://www.parentcenterhub.org