

Disproportionality



Produced by CPIR, 2020

in Special Education

Part 2

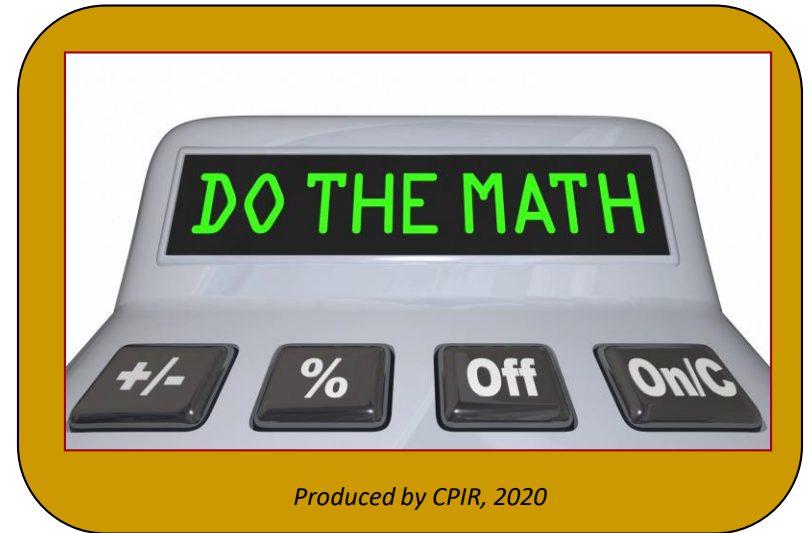


Ready for Some Heavy Data Lifting?



This training session picks up where Session 1 left off...

- How is **disproportionality** calculated?
- What is **risk ratio analysis**?

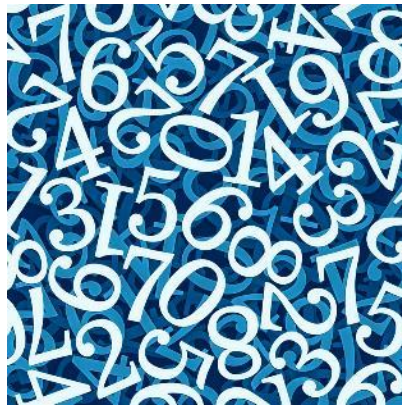


- What's the “**standard methodology**” that states are using in calculating disproportionality?
- What must states do if they find **significant disproportionality** in an LEA or in the state?

Calculating Disproportionality

States, LEAs, and schools must:

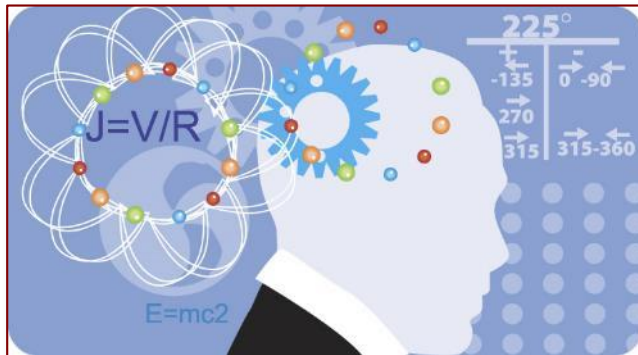
1



Assemble student data
of interest

*(Identification, placement,
disciplinary removals)*

2



Number crunch that data^{*}
(AKA data analysis)

^{*}using the standard
methodology

Calculating Disproportionality

2



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

Terms to Know

Risk

*Risk ratio
threshold*

Risk ratio

*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

**How “Risk”
is Calculated**

of children from “Y” racial
or ethnic group (or groups)
experiencing “X” outcome

of children from “Y” racial
or ethnic group (or groups)
enrolled in the LEA

$\times 100 = \text{Risk}$

Now in everyday terms...an example!

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

**In School
District ABC**

250 Black/African American children are identified as having “intellectual disabilities”

3,000 | The total number of Black/African American children enrolled in School District ABC

$$\frac{250}{3,000} = .08 \times 100$$

= Risk

8

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**

of children from all other
racial or ethnic groups
experiencing “X” outcome

of children from all other
racial or ethnic groups
enrolled in the LEA

× 100 **= Risk**

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

**In School
District ABC**

450 Children from all other racial/ethnic groups are identified as having “intellectual disabilities”

7,000 | The total number of children from all other racial/groups enrolled in School District ABC

$$\frac{450}{7,000} = .06 \times 100$$

= Risk

6



Calculating the Risk Ratio

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

Risk of the racial/ethnic group in question

Risk of the comparison group

$$\frac{8}{6} = 1.3$$

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?



Shall we go on?



What happens if there's a determination
of significant disproportionality?

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:

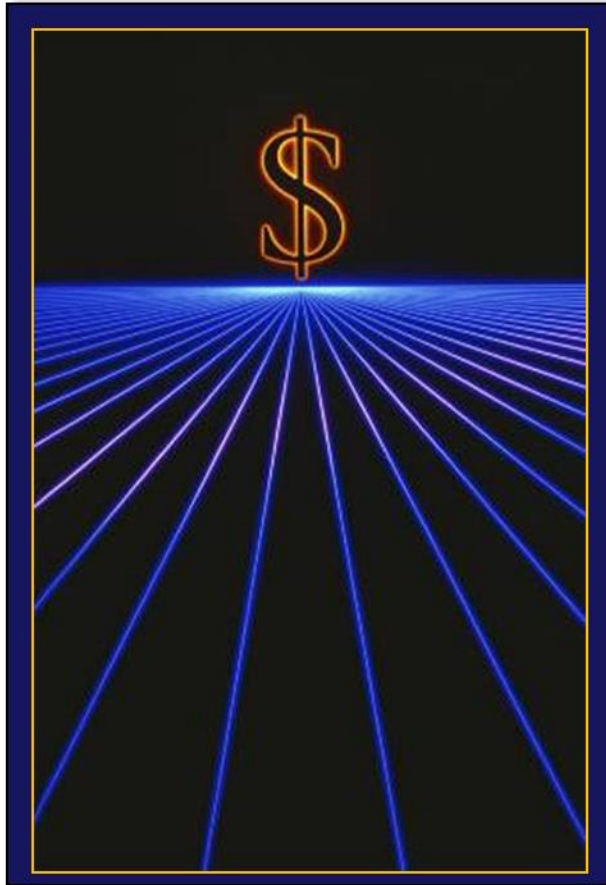
- Require the LEA to report publicly on the revision of policies, practices, and procedures*



Privacy Protections

** 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

Comprehensive CEIS

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

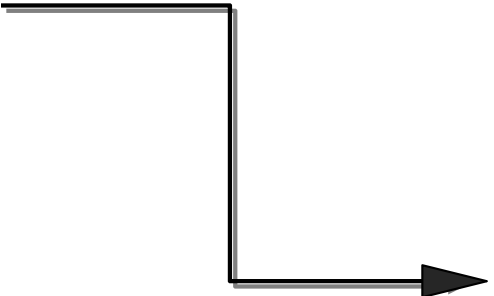


Flexibility Provisions

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

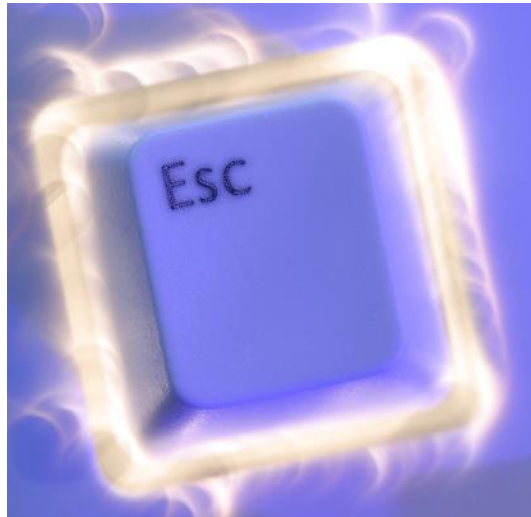
A state is *not required* to identify an LEA as having significant disproportionality until—

- 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?!



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” (including disciplinary removals) **for up to 3 years in a row**; and



Flexibility Provisions

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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

Handout 8

Selected Resources of More Information on Significant Disproportionality

A considerable amount of information is available online about disproportionality. It's a longstanding issue in special education. We've listed a dozen or so of the most recent resources below, with emphasis on materials produced *after* the final regulations on disproportionality were published in 2016.



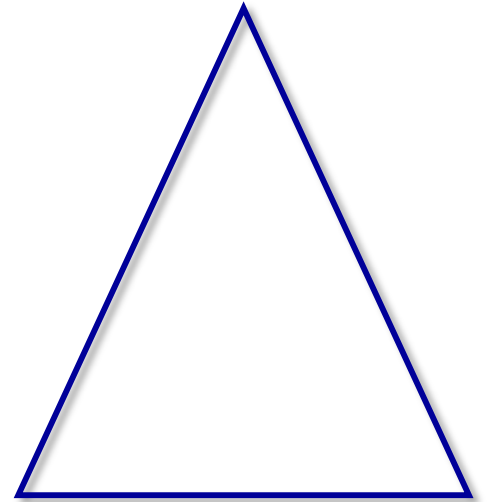
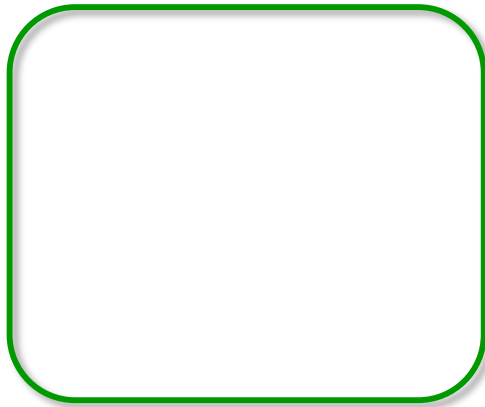
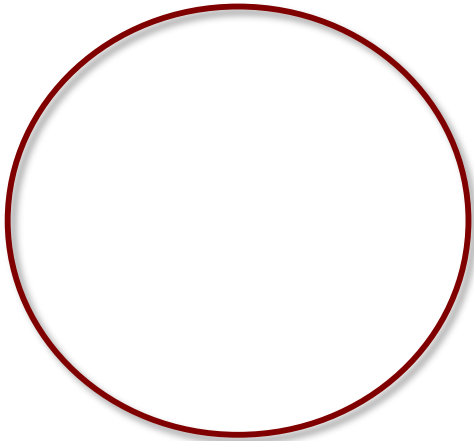
For General Audiences: Basics 101

5 Things to Know about Racial and Ethnic Disparities in Special Education (2017, January)

Quick, online read to get you started.

<https://www.childtrends.org/child-trends-5/5-things-know-racial-ethnic-disparities-special-education/>

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.



This training curriculum is a product of the Center for Parent Information and Resources, 2020
<https://www.parentcenterhub.org>



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