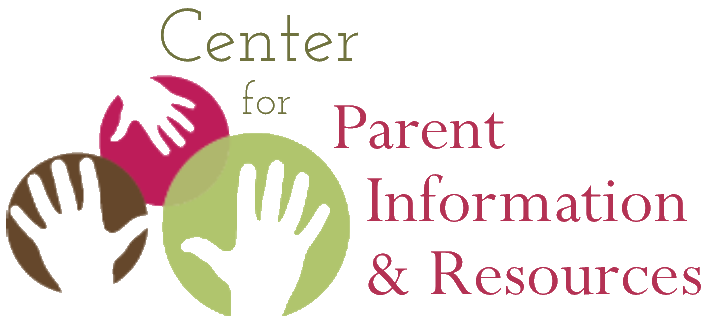
**Disproportionality in Special Education  
Text-Only Slideshow 2

**Center for Parent Information and Resources (CPIR)**<http://www.parentcenterhub.org>

November 2020  
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The Center for Parent Information and Resources is pleased to provide this text-only version of the slides in Slideshow 2 of the training module *Disproportionality in Special Education*. This version is made available to ensure the accessibility of the slide content to individuals with disabilities, including those with blindness or visual impairment.

**Slide 1 / Title Slide**

Disproportionality in Special Education: Part 2

**Slide 2 / Ready for Some Heavy Data Lifting?**

[Photo of a man lifting a 25-pound hand weight]

**Slide 3 / Content to be Covered**

*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?

**Slide 4** / **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

**Slide 5** / **Calculating Disproportionality** *(continued)*

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

Terms to Know:

* Risk
* Risk ratio
* Risk ratio analysis
* Risk ratio threshold
* Comparison group

**Slide 6** / **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?

**Slide 7** / **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**

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

divided by

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

Multiple the result by 100

= **Risk**

**Slide 8** / **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”

divided by

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

Result: .08

Multiply result by 100

= 8 (Risk)

**Slide 9** / **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

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

Divided by

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

Multiple the result by 100

= **Risk of the Comparison Group**

**Slide 10** / **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”

divided by

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

Result: .06

Multiply result by 100

= 6 (Risk for the comparison group)

**Slide 11 / 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

divided by

Risk of comparison group

In our case: 8 divided by 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

**Slide 12 / Terms to Know—“Risk Ratio Threshold”**

Q: When does disproportionality become ***significant*** disproportionality?

A: 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

**Slide 13 / Time for Questions**

Pshhhew. So that’s how disproportionality is calculated!

Questions?

**Slide 14 / To continue with the slideshow**

Shall we go on?

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

**Slide 15 / 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?

**Slide 16 / For Determinations of Significant Disproportionality** *(continued)*

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

**Slide 17 / For Determinations of Significant Disproportionality** *(continued)*

The state must require the LEA:

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

**Slide 18 / 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

**Slide 19 / Comprehensive CEIS** *(continued)*

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

**Slide 20 / Comprehensive CEIS** *(continued)*

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

**Slide 21 / Flexibility Provisions**

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

**Yes.** A state is not required to identify an LEA as having a significant disproportionality   
***until…***

**Slide 22 / Flexibility Provisions** *(continued)*

**…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

**Slide 23 / Which are YOU right now?**

[6 different images show a range of emotional/mental reactions to the deluge of complicated information: a man whose head is hurting; a child getting sprayed as if from a firehose; a running away figure; a very confused-looking woman; the ESC key on a computer; and a llama that looks like he doesn’t care]

**Slide 24 / Flexibility Provisions** *(continued)*

So, where were we? Oh yes.

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…

**Slide 25 / Flexibility Provisions** *(continued)*

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

* [Grayed out because the last slide discussed this first bullet point] 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**

**Slide 26 / Question Time**

Questions?

**Slide 27 / 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

**Slide 28 | Wrapping This All Up**

[Closing summary activity: Circle-Square-Triangle]

**Slide 29 / 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, available online at:   
<https://www.parentcenterhub.org/disproportionality-in-special-education/>

The CPIR is made possible through Cooperative Agreement Number H328R130014 between OSEP and the Statewide Parent Advocacy Network (SPAN). The contents of this document do not necessarily reflect the views or policies of the Department of Education, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.