

Indiana Disproportionality Resource Center



Significant Disproportionality in Indiana: Understanding Racial/Ethnic Disproportionality in Special Education



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An Indiana University Partnership



CENTER ON EDUCATION AND LIFELONG LEARNING, IIDC, Indiana University

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Hello!



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The Individuals with Disabilities in Education Act of 2004 (IDEA)

Each state must examine data to determine if significant disproportionality based on race and ethnicity is occurring in the State and in school districts with respect to—

- 1) the identification of children as children with disabilities, including in specific disability categories;
- 2) the placement in particular educational settings;
- 3) the incidence, duration, and type of disciplinary removals from placement, including suspensions and expulsions.

34 CFR § 300.646(a)(1)-(3)





What Is Disproportionality?

When specific groups in special education programs are over represented in relation to their representation in the overall enrollment, and/or specific groups are under – represented in accessing services, resources, programs, high demanding instruction and curriculum. IDRC monitors over-representation.





IDRC calculates Significant disproportionality with respect to 14 analysis categories:

The **identification** of children ages 6 through 21 (**Must Include Children 3-5 by July 1, 2020**), as children within the following categories :

1. All disabilities (Overall)
2. Intellectual disabilities
3. Specific learning disabilities
4. Emotional disturbance
5. Speech or language impairments
6. Other health impairments
7. Autism

Placements of children with disabilities ages 6 through 21:

8. Inside a regular classroom 40% - 79% of the day
9. Inside a regular class less than 40% of the day
10. Inside separate schools and residential facilities

Discipline incidents, including, for children with disabilities ages 3 through 21:

10. Out-of-school suspensions and expulsions of 10 days or fewer
11. Out-of-school suspensions and expulsions of more than 10 days
12. In-school suspensions of 10 days or fewer
13. In-school suspensions of more than 10 days
- 14 . Disciplinary removals in total



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How the IDRC Calculates Significant Disproportionality

For each of the **7 racial/ethnic groups** in each of the **14 categories**, IDRC calculates a risk ratio (or alternate risk ratio) and identifies those school corporations whose **risk ratio or alternate risk ratio is 2.5 or greater** for each of the previous 3 years.



Relative Risk Ratio

- A **relative risk ratio (risk ratio)** is a comparison of the **risks (risk index)** of a particular racial/ethnic group receiving a particular treatment or experiencing a particular outcome to the risk of the remaining racial/ethnic groups receiving the same treatment or experiencing the same outcomes.
- A **risk ratio of 1.0** indicates that students of a specific racial group are equally likely to experience the outcome compared to students of other-races.
- A **risk ratio of 2.5** indicates that students of the racial group are 2.5 times as likely to experience the outcome compared to their peers of other-races.

Risk Index Example: Identification of a Disability

Example: The likelihood that an African American child will be identified as a child with a disability, compared to children in all other racial and ethnic groups.

Compare the risk for African American children to the risk for non-African American children

$$\begin{array}{rcccl} \text{(Cell size) 40 African American children identified} & & 250 & & \\ \div & & \div & & \\ \text{(N size) 2100 total African American children in LEA} & & 1000 & & 0.25 \\ \hline & = & & = & \text{Risk Ratio} \\ & & & & 2.5 \end{array}$$

$$\begin{array}{rcccl} \text{(Cell size) 60 non-African American children identified} & & 100 & & .1 \\ \div & & \div & & \\ \text{(N size) 5200 total non-African American children in LEA} & & 1000 & & \end{array}$$

African American children in the LEA are 2.5 times as likely to be identified as a child with a disability, compared to children in all other racial and ethnic groups.



Significant Disproportionality Criteria

- Minimum *cell size for discipline = 10
- Minimum cell size for identification & Placement = 15
- Minimum **N size is 30

* Cell size:

Number of children in the racial/ethnic group(s) experiencing a particular outcome.

Numerator in the risk calculation.

**N-size:

Number of children in the racial/ethnic group(s) enrolled in a district with respect to identification, *and* the number of children with disabilities enrolled in an LEA with respect to placement and discipline.

Denominator in the risk calculation.

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Best Practices in Data Use **Monitor your data**

For your district's most recent disproportionality data, please contact IDOE's Senior Special Education Specialist, or IDRC's Coordinator (see contact information on the last slide).

The following slide shows an example of the data you will receive and how to understand the calculations.



Example: Disability Identification - Relative Risk Ratio 3 years of data Friendly Corp.

		A	B	C	D	E	F	G
		Total Enrollment	White Enrollment	Total Students with Autism	White Students with Autism	Risk Index for White Students (D) ÷ (B)	Risk Index for All Other Students (C-D) ÷ (A-B)	Relative Risk Ratio
2016-2017	Friendly Corp.	5,200	2,100	60	40	.019048 (1.9048%)	.006452 (.6452%)	2.9524
2017-2018	Friendly Corp.	5,300	2,120	56	38	.017925 (1.7925%)	.005573 (.5573%)	3.2165
2018-2019	Friendly Corp.	5,350	2,150	58	40	.018605 (1.8605%)	.005625 (.5625%)	3.3075

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Significant Disproportionality calculation criteria summary

- Must have three concurrent years of data
- Must have a cell size of at least 15 or more for Identification, or 10 or more for Discipline.
- Must have an N size of at least 30 or more
- Must be at or above 2.5 for all three years
- Final determinations are made by IDOE in May.
- If Sig Dispro = LEAs mandated to use 15% part B funds for **Comprehensive Early Intervening Services (CEIS)**.
- Submit **CEIS Plan** (based on RDA tool) in September.
- Use the **CEIS data tracking tool** to monitor effectiveness of interventions.
- IDRC offers Technical Assistance

CEIS Plan

- LEAs identified as significantly disproportionate must reserve 15 percent of IDEA Part B grant funds (611 + 619) to provide CEIS to students in the LEA.
- These services can be provided to both students with and without disabilities in grades PK-12 and should focus on providing additional academic and/or behavioral supports to support their success in a general education environment.
- CEIS must not focus exclusively on children of a particular race/ethnicity who are significantly over-identified and may not be limited to children with disabilities.
- CEIS plan must address policies, practices or procedures causing the significant disproportionality.
- Use the **CEIS data tracking tool** to monitor effectiveness of interventions in your plan.



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CEIS Data Tracking Tool

The tool is designed to assist you in monitoring the effectiveness of interventions to address disproportionality.

Watch the following video [<https://youtu.be/pY--E6l6lcw>] to show you step by step how to use the tool, how to set up your data, and where you will find information about the features contained in the tool that will help you keep track of your data across time.

You can find the CEIS data tracking tool on the IDRC's district support website: <https://indrc.indiana.edu/district-support/index.html>



Reasonable Progress for Significant Disproportionality

The LEA can be identified as demonstrating Reasonable Progress by:

1. Having an overall risk ratio below 3.5 for at least the most recent year of data
AND
2. Decreasing the overall risk ratio for the last two years of data AND
3. Decreasing the risk index of the target group for the last two years of data

If the LEA meets all three criteria of Reasonable Progress, the LEA will not be required to expend CEIS funds.





Timeline for Determining Significant Disproportionality

January

- IDRC calculates risk ratios for discipline (5 categories). If risk ratios exceed 2.5 for 3 consecutive years, then CEIS Plan must be developed and 15% of Pt B funds must be reallocated towards the implementation of this plan.

February

- Early notifications of CEIS status are sent to LEAs on discipline only (official emails sent in May).
- IDRC calculates risk ratios for identification and LRE. If risk ratios exceed 2.5 for 3 consecutive years, then CEIS Plan must be developed and 15% of Pt B funds must be reallocated towards the implementation of this plan.

May

- Formal notices of CEIS status are sent to LEAs for discipline, identification, and LRE.





Actions Taken Once Significant Disproportionality is Determined

May/June

- LEAs attend one day long mandatory Significant Disproportionality technical assistance that explains how to complete the CEIS Plan.

July

- Draft CEIS plan due.

August

- Draft CEIS plan feedback provided by IDOE & IRN specialist.

September

- Final CEIS Plan due to IDOE.





Actions Taken Once Significant Disproportionality is Determined

October – May

Implement and track CEIS plan.

December – CEIS LEAs submit data (data tool)

January - Check in with IDOE & IRN specialist (IDRC) on progress and effectiveness of plan.

May - If no new notification of significant disproportionality is received, continue plan until funds are expended.

If notified of significant disproportionality is received, begin new cycle of support.



§300.647 Determining Significant Disproportionality

Definitions.

- (1) **Alternate risk ratio** is a calculation performed by dividing the risk of a particular outcome for children in one racial or ethnic group within an LEA by the risk of that outcome for children in all other racial or ethnic groups in the State.
- (2) **Comparison group** consists of the children in all other racial or ethnic groups within an LEA or within the State, when reviewing a particular racial or ethnic group within an LEA for significant disproportionality.
- (3) **Minimum cell size** is the minimum number of children experiencing a particular outcome, to be used as the numerator when calculating either the risk for a particular racial or ethnic group or the risk for children in all other racial or ethnic groups.
- (4) **Minimum n-size** is the minimum number of children enrolled in an LEA with respect to identification, and the minimum number of children with disabilities enrolled in an LEA with respect to placement and discipline, to be used as the denominator when calculating either the risk for a particular racial or ethnic group or the risk for children in all other racial or ethnic groups.



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For more information on addressing disproportionality please visit:

<https://indrc.indiana.edu/disproportionality/index.html>

For questions, comments, or to request your LEA's most current Disproportionality Data, please contact Senior Special Education Specialist, Kristan Sievers-Coffer at ksievers@doe.in.gov, or IDRC's Coordinator, Mariella Arredondo marredon@Indiana.edu





Thank you for your attention.

