Special Education Monthly Webinar Series:

Addressing Disproportionality

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Office of Superintendent of Public Instruction

Today's Presenters

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Today's Discussion

- ➢ **Disproportionality: Calculations & Data**
  - ❑ How it's calculated
  - ❑ Washington's definitions
  - ❑ District requirements

- ➢ **Addressing Disproportionality**
  - ❑ Tools and Resources
  - ❑ Pre-Referral Intervention resources

https://www.ourtowneguilderland.com/wp-content/uploads/2018/02/checklist-1024x768-300x225.jpg

OSPI Equity Statement:

Each student, family, and community possesses strengths and cultural knowledge that benefit their peers, educators, and schools.

Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.

- **Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.**

OSPI Priorities: Improving Outcomes for Students with Disabilities

- Leadership
- Growth Mindset
- Evidence-Based Practices
- Professional Development
- Resource Allocation
- Recruitment & Retention

Source: OSPI Priorities for Improving Outcomes for Students with Disabilities, Office of Superintendent of Public Instruction

HISTORY & DATA ON DISPROPORTIONALITY

(In)Equity & Disproportionality

➢ Since 1997, IDEA has required states and districts to address persistent disparities in the identification, placement, and removal of students of color with disabilities.

➢ IDEA 2004 added a requirement for states to calculate significant disproportionality at the district level, using a standard calculation.

➢ Districts identified with significantly disproportionate data must set aside 15% of federal IDEA funds to provide coordinated early intervening services for the purposes of addressing the discrepant data.

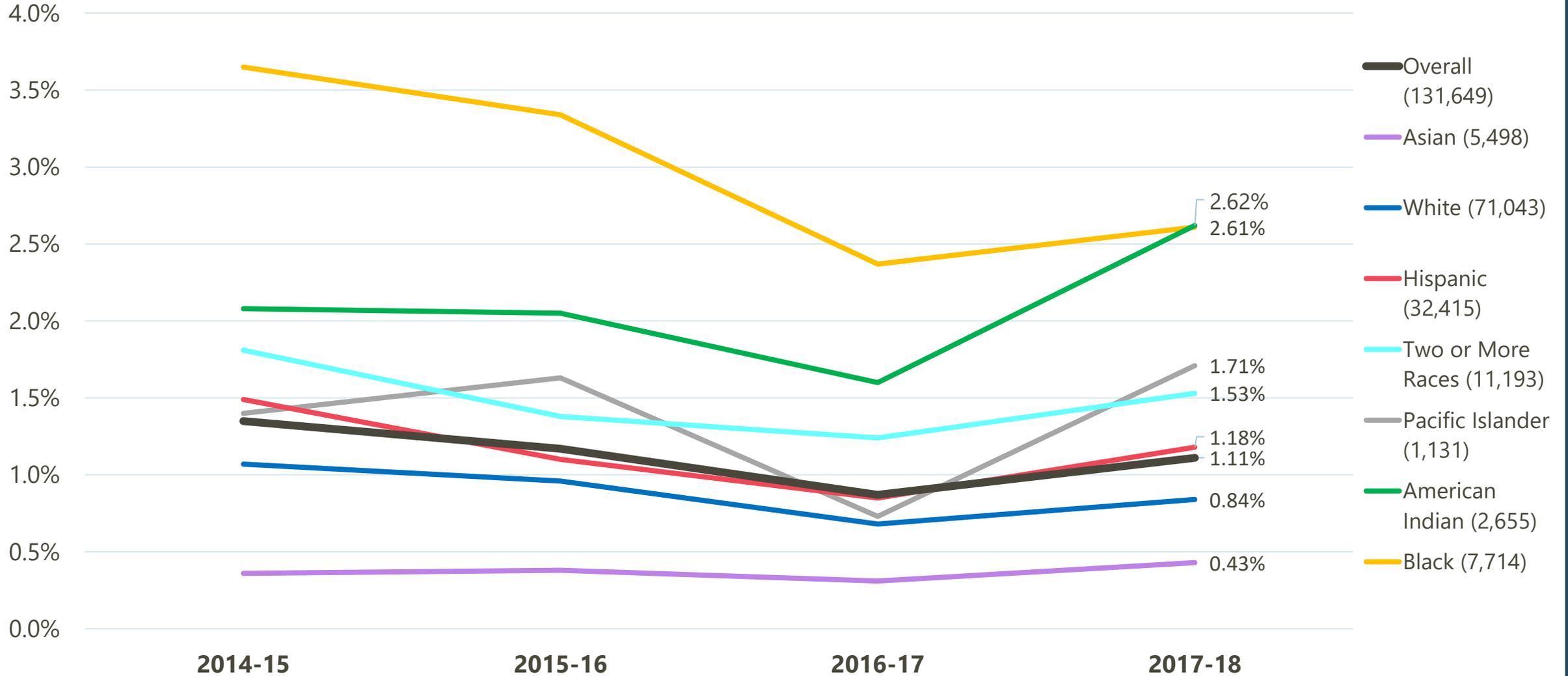# DISPROPORTIONALITY & SIGNIFICANT DISPROPORTIONALITY CALCULATIONS

Disproportionality – Discipline (Indicator B-4)

Current Methodology (in place since 2004-05, use of Single State Bar began in 2009-10)	
Calculation (applied to total and each race/ethnicity group)	<u># SWD with out-of-school suspensions >10 days</u> Total # SWD in district
Minimum N Size (Denominator)	30 SWD in that group
Risk Threshold	Suspension rate exceeds the Single State Bar (state average for SWD plus 2%)
Use of multiple years	No
Standard for Reasonable Progress	No standard for reasonable progress

Out-of-School Suspension Rates for SWD

Disproportionality - Identification (B-9 & B-10)

	Old Methodology (2005-06 through 2018-19)	New Methodology (Beginning 2019-20 using data from 3-year period ending 2018-19)
Minimum Cell Size (Numerator)	10	10
Minimum N Size (Denominator)	10	20
Risk Threshold	>=2.0 in the same cell, using a <u>weighted</u> risk ratio calculation	>=2.0 in the same cell, using a risk ratio calculation
Use of multiple years	3 consecutive years	3 consecutive years
Standard for Reasonable Progress	No standard for reasonable progress	No standard for reasonable progress at this time

Calculation – Risk Ratio--Identification

Identification:

$$\frac{\text{Number of students from racial/ethnic group in disability category}}{\text{Number of enrolled students from racial/ethnic group}}$$

Target Group

$$\div$$

$$\frac{\text{Number of all other students in disability category}}{\text{Number of all other enrolled students}}$$

Comparison Group

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Identification: Risk Ratio Sample Calculation for Black/African American – ID

Example:

$$\frac{\text{316 SWD identified as Black/African American in ID category}}{\text{6,224 Black/African American students total in LEA}}$$ Target Group

$$\frac{\text{906 all other SWD (Non Black/African American) identified in ID category}}{\text{45,810 all other (Non Black/African American) students total in LEA}}$$ Comparison Group

= (316/6224) x 100 = 5.077121%

= (906/45810) x 100 = 1.977734%

= 5.077%/1.978%

= **Risk Ratio: 2.57**

Meaning that students identified as Black/African American are nearly 2.6 times as likely to be identified under the disability category of Intellectual Disability (ID) as all other students.

State-Level Risk Ratios for Identification

Identification:	Amer Ind/Alaska Native				Asian				Black or African American				Native Hawaiian or Other Pac Islander		
	Risk Ratio				*Risk Ratio*				*Risk Ratio*				*Risk Ratio*		
Indicator 9:	**15-16**	**16-17**	**17-18**		**15-16**	**16-17**	**17-18**		**15-16**	**16-17**	**17-18**		**15-16**	**16-17**	**17-18**
All Disabilities	1.60	1.63	1.55		0.49	0.48	0.47		1.37	1.34	1.34		0.77	0.77	0.78
Indicator 10:															
Autism	0.68	0.73	0.69		1.11	1.04	1.03		1.04	1.06	1.11		0.49	0.53	0.49
Communication Disorders	0.85	1.32	1.26		1.33	0.62	0.61		0.57	0.74	0.71		1.02	0.69	0.81
Emotional/Behavioral Disabilities	2.23	2.13	1.91		0.25	0.26	0.26		2.33	2.31	2.33		0.51	0.38	0.34
Other Health Impairments	1.29	1.30	1.21		0.31	0.30	0.29		1.38	1.35	1.36		0.41	0.42	0.41
Intellectual Disabilities	2.48	2.35	2.26		0.68	0.65	0.63		1.85	1.97	1.88		0.95	0.94	0.93
Specific Learning Disabilities	1.91	2.01	1.97		0.36	0.35	0.34		1.54	1.49	1.48		1.00	1.02	1.03

Identification:	Hispanic or Latino				Caucasian or White				Two or more Races -- Multiracial		
	Risk Ratio				*Risk Ratio*				*Risk Ratio*		
Indicator 9:	**15-16**	**16-17**	**17-18**		**15-16**	**16-17**	**17-18**		**15-16**	**16-17**	**17-18**
All Disabilities	1.11	1.12	1.13		0.98	0.98	0.99		1.01	1.02	1.03
Indicator 10:											
Autism	0.55	0.57	0.60		1.43	1.42	1.38		1.03	1.03	1.03
Communication Disorders	0.97	1.07	1.05		1.07	1.06	1.09		1.10	1.14	1.13
Emotional/Behavioral Disabilities	0.54	0.54	0.57		1.23	1.27	1.26		1.44	1.39	1.38
Other Health Impairments	0.68	0.71	0.72		1.46	1.45	1.43		1.07	1.07	1.11
Intellectual Disabilities	1.26	1.26	1.32		0.79	0.79	0.79		0.78	0.82	0.76
Specific Learning Disabilities	1.63	1.67	1.68		0.73	0.72	0.72		0.91	0.92	0.93

Indicators B-4, B-9, and B-10

- These three indicators have a two-part test:

  o Does the district's data meet the state's definition of disproportionality? And if so,

  o Is the disproportionality the result of non-compliant policies, procedures, or practices (Indicator B-4) or inappropriate identification of students (Indicators B-9 and B-10)?

Significant Disproportionality

	Old Methodology (2005-06 through 2018-19)	New Methodology (Beginning 2019-20 using data from 3-year period ending 2018-19)
Minimum Cell Size (Numerator)	10	10
Minimum N Size (Denominator)	10	20
Risk Threshold	>=4.0 in the same cell, using a <u>weighted</u> risk ratio calculation	>=3.0 in the same cell, using a risk ratio calculation
Use of multiple years	3 consecutive years	3 consecutive years
Standard for Reasonable Progress	No standard for reasonable progress	Reduction of >=5% each year for 2 consecutive years; not applicable if LEA threshold exceeds 6.0.

Calculation – Risk Ratio – Discipline

Discipline:

$$\dfrac{\dfrac{\text{Number of SWD from racial/ethnic group in discipline category}}{\text{Number of SWD from racial/ethnic group}}}{\dfrac{\text{Number of all other SWD in discipline category}}{\text{Number of all other SWD}}}$$

Target Group

Comparison Group

Discipline – In-School Suspensions >10 Days — Two or More Races Sample Calculation

Example:

$$\frac{\text{51 SWD identified as Two or More Races with ISS >10 days}}{\text{1,368 SWD identified as Two or More Races in the district}}$$

Target Group

$$\frac{\text{39 all other SWD (Non Two or More Races) in ISS >10 days category}}{\text{5,372 all other SWD (Non Two or More Races) in the district}}$$

Comparison Group

= (51/1368) x 100 = 3.72807 %
= (39/5372) x 100 = .725986%
= 3.72807 %/ .725986%
= Risk Ratio: 5.14

Meaning that students of Two or More Races were more than 5 times as likely as all other students with disabilities to experience in-school suspensions totaling more than 10 days.

Special Education Data

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Annual Performance Report

Under the Individuals with Disabilities Education Act (IDEA), the OSPI Special Education Section is required to submit an Annual Performance Report (APR) to OSEP that incorporates performance indicators (provided by OSEP), activities, and targets for each indicator. In addition, OSPI must report publicly each district's annual progress for indicators 1–14.

- FFY 2017 APR Summary
- APR FFY 2016
- APR FFY 2015
- APR FFY 2014
- APR FFY 2013

District Profiles

OSPI must report annually to the public on the performance of each school district or educational service agency located in the State of Washington on the target's set in the state performance plan (SPP).

Enter the district's five-digit county-district code in the cell indicated in each Excel document to display a districts composite of performance indicators cited in the annual performance report.
* Note: Right clicking a link (instead of the normal left click) will offer the "Save Target as..." option. Save to your hard drive, normally Desktop/My Documents. Accessing content from My Documents will avoid security and save changes prompts.

- Data included in the FFY 2016 APR (February 2018) (Excel)
- Data included in the FFY 2015 APR (February 2017) (Excel)
- Data included in the FFY 2014 APR (February 2016) (Excel)
- Data included in the FFY 2013 APR (February 2015) (Excel)

Poll: Who in your system reviews disproportionality data? How are the data used to inform strategic planning?

Annual Timelines for Disproportionality

➢ **Districts submit data:**
  ▪ Discipline – August 1
  ▪ Total enrollment – October 1
  ▪ Federal special education child count – December 17th

➢ **Districts notified of disproportionality/significant disproportionality status – May**

➢ **If disproportionate, district must complete Disproportionality Workbook in federal fund application – Summer**

DISTRICT REQUIREMENTS

Districts Flagged for B-4, B-9, or B-10 must:

Complete the Disproportionality Workbook in the annual special education federal fund application:

- o Review policies, procedures, and practices
- o Identify potential root cause(s)
- o Describe the plan for addressing the area in the upcoming year

Districts with Significant Disproportionality must:

➢ Complete the Disproportionality Workbook in the annual special education federal fund application;

➢ Publicly report on any changes to its policies, procedures, or practices; and

➢ Reserve 15% of the district's federal special education funds (Section 611 and 619) to provide Comprehensive, Coordinated Early Intervening Services (CCEIS)

ADDRESSING DISPROPORTIONALITY

Disproportionality – School-Level Tool

Self-Study Individual Questionnaire	Almost Always	Freq-uently	Some-times	Almost Never
Domain I - School Governance, Organization, Policy, and Climate				

A. School Governance, Organization, and Policy	Almost Always	Freq-uently	Some-times	Almost Never
1 Administration, faculty, and support personnel are well informed of the influence of culture, language, and ethnicity on school achievement.				
2 The administration works collaboratively with all the members of the school community to ensure equitable treatment for all students.				
3 The administration provides opportunities for professional development of faculty and support personnel on issues of cultural, language, and ethnic diversity.				
4 The administration ensures that the special education assessment process is conducted fairly and appropriately.				
5 The administration employs faculty and support personnel who demonstrate the ability to meaningfully and respectfully interact with individuals from diverse cultural backgrounds.				
6 The administration creates a school culture in which students from diverse cultural and linguistic backgrounds feel they are listened to, their opinions valued, and they are involved in decision-making.				
7 The administration instills an ethic of care, respect, and responsibility.				

Source: http://www.k12.wa.us/SpecialEd/ProgramReview/SelfStudy.aspx

Disproportionality – District-Level Tool

Standard I: CORE FUNCTIONS – Educational systems are designed to ensure that equitable educational opportunities are available and accessed by all students, including those from diverse cultural, linguistic, or ability backgrounds.		
Focus Area & Assessed Level	**Evidence Examined** *(check appropriate boxes by double-clicking)*	**Description of District Status**
ONE The District conducts a comprehensive needs assessment for the District Improvement Plan that addresses the unique needs of diverse students. Assessed Level *(check the appropriate box):* ☐ Beginning ☐ Developing ☐ At Standard	☐ Copy of needs assessment over the past two years that: ☐ Identifies areas that impact achieving adequate yearly progress (AYP) or being rated (1) effective or (2) excellent ☐ Aligns all programs, plans, and funding sources ☐ Involves key stakeholders ☐ Engages planners in continuous evaluation ☐ Other *(specify):*	Describe the process the district uses to conduct the comprehensive needs assessment: Discuss how the needs assessment identifies the cultural, linguistic, or other unique needs of student diversity in the district: Describe how the improvement plan addresses the unique needs of particular schools:

Source: http://www.k12.wa.us/SpecialEd/ProgramReview/SelfStudy.aspx

Disproportionality – District-Level Tool

STANDARD I:	CORE FUNCTIONS. Educational systems are designed to ensure that equitable educational opportunities are available and accessed by all students, including those from diverse cultural, linguistic, or ability backgrounds.			
FOCUS AREA	BEGINNING	DEVELOPING	AT STANDARD	EVIDENCE
ONE The District conducts a comprehensive needs assessment for the District Improvement Plan that addresses the unique needs of diverse students. Describe the process the district uses to conduct the comprehensive needs assessment- Discuss how the needs assessment identifies the cultural, linguistic, or other unique needs of student diversity within the district. Describe how the improvement plan addresses unique needs of particular schools.	• Needs assessment disaggregates data on student attendance, behavior, suspension, expulsion, academic achievement, identification and placement in special programs such as Title I, Reading First, Bilingual, and Special Education.	• In addition to compiling data at the district level, the needs assessment provides data on aspects of student performance disaggregated by school. • Needs assessment data is shared with stakeholders from all program areas, levels of the system, communities, and families • Needs assessment provides data from families on the quality of support and service provided at the school level.	• A cycle for review and evaluation of the needs assessment is identified. Stakeholders from all program areas, levels of the system, communities, and families are involved in the continuous improvement cycle. • Evidence of changes in policy and practice as a result of the continuous evaluation cycle is clear. • All administrators and teachers are skilled in the analysis and use of accountability and instructional data to improve outcomes for students.	Copy of needs assessment over the past two years that: a) Identifies areas that impact achieving adequate yearly progress (AYP) or being rated (1) effective or (2) excellent; and b) Aligns all programs, plans and funding sources; c) Involves key stakeholders; and d) Engages planners in continuous evaluation. Additional Resources: No Child Left Behind

Source: http://www.k12.wa.us/SpecialEd/ProgramReview/SelfStudy.aspx

Building Demographics Form

Note: Enter information into the yellow cells only.

STUDENT DEMOGRAPHICS		American Indian	Asian	Black	Hispanic	Pacific Islander	White	Two or More	TOTAL
1	The total number of children from each ethnic or racial background in my building.								0
2	The percentages of these children in comparison to the total building population. *(Line 1 ÷ Total of Line 1)*	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
3	Of the total number of students in my building, the number receiving special education services.								0
4	**COMPOSITION INDEX** - Of the students receiving special education services, the percent from each ethnic group. *(Line 3 ÷ Total of Line 3)*	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
5	**RISK INDEX** - Of the number of students from each ethnic or racial group, the percent receiving special education services. (Line 3 ÷ Line 1)	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
6	**RISK RATIO** - The risk index for a racial/ethnic group compared to the risk index for all other students. (e.g. - the risk index for Black ÷ the risk index for all others)	**#DIV/0!**	**#DIV/0!**	**#DIV/0!**	**#DIV/0!**	**#DIV/0!**	**#DIV/0!**	**#DIV/0!**	

Source: http://www.k12.wa.us/SpecialEd/ProgramReview/SelfStudy/BuildingStudentDemoForm.xlsx

Resources & Professional Learning

➢ **Bulletin B030-18: Calculation of Significant Disproportionality**

http://www-test.ospi.k12.wa.us/BulletinsMemos/Bulletins2018/B030-18.pdf
http://www-test.ospi.k12.wa.us/BulletinsMemos/Bulletins2018/B030-18Addendum.pdf

➢ **Disproportionality Self-Study Tools and Resources:**

http://www.k12.wa.us/SpecialEd/ProgramReview/SelfStudy.aspx

➢ **IRIS Center Pre-Referral Intervention module:**

https://iris.peabody.vanderbilt.edu/module/preref/

➢ **IRIS Center Evaluating Learner Outcomes & Fidelity module:**

https://iris.peabody.vanderbilt.edu/module/ebp_03/

Resources & Professional Learning

- ➢ **Significant Disproportionality: Essential Questions & Answers:**

  https://sites.ed.gov/idea/files/significant-disproportionality-qa-03-08-17.pdf

- ➢ **Equity Requirements in IDEA:**

  https://ideadata.org/equity-requirements/files/resources/59088ede150ba0dd678b4573/5912042f150ba01b1a8b456b/idc-equity-comparison/2017/05/09/idc-equity-comparison.pdf

https://pbs.twimg.com/media/CyBBuVCXAAAryfY.jpg