IDC Interactive Institutes on High-Quality Part B Data
In collaboration with **CIFR, CIID, & NTACT**

Using Data to Explore and Prepare for Expected Changes to Significant Disproportionality

What Should Your State Be Thinking About?

Kansas City, MO – May 10-11, 2016
Julie Bollmer, IDC
Nancy O'Hara, IDC

Savannah, GA – June 1-2, 2016
Julie Bollmer, IDC
Nancy O'Hara, IDC

Agenda

Review different aspects of significant disproportionality states should be thinking about in light of the Notice of Proposed Rulemaking (NPRM)

Present data showing how using different criteria to calculate significant disproportionality (SD) can impact the results

Provide considerations for the state's review of policies, procedures, and practices

Discuss how states may use the Success Gaps Toolkit to identify factors contributing to significant disproportionality

Notice of Proposed Rulemaking (NPRM)

Establishes a standard methodology that states must use to determine SD based on race/ethnicity

Clarifies that states must address SD in discipline

Clarifies requirements for review and revision of policies, practices, and procedures when SD is found

Requires LEAs to identify and address factors contributing to SD as part of comprehensive CEIS

- Allows CEIS for children age 3 through grade 12
- Allows CEIS for children with and without disabilities

Why a Standard Methodology?

Increased appropriate identification of local education agencies (LEAs) with SD

Increased comparability of data across states

Increased transparency of each state's definition of SD

Implications of the NPRM for Your State

Have you thought about how the NPRM will impact your state's data?

Have you started to prepare for the expected changes, and, if so, how?

Impact of NPRM on an Example State's Data

Using State's Prior Definition	Using NPRM Example
• Two consecutive years of data • Minimum cell size of 30 • A weighted risk ratio greater than 4.0 • **Identified one district (0.3%) with SD**	• Three consecutive years of data • Minimum cell size of 10 • A risk ratio based two MADs above the median for all districts • **Identified 173 districts (51%) with SD**

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Analysis Categories
What Do States Need to Know?

Identification (ages 3-21)

- All disabilities
- Intellectual disabilities
- Specific learning disabilities
- Emotional disturbance
- Speech or language impairments
- Other health impairments
- Autism

Analysis Categories
What Do States Need to Know? (cont.)

Educational environments (ages 6-21)

- Inside regular class less than 40% of day
- Inside regular class between 40% and 79% of day
- Separate schools and residential facilities

Analysis Categories
What Do States Need to Know? (cont.)

Discipline (ages 3-21)

- Out-of-school suspensions/expulsions 10 days or less
- Out-of-school suspensions/expulsions more than 10 days
- In-school suspensions 10 days or less
- In-school suspensions more than 10 days
- Total disciplinary removals

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Analysis Categories
What Do States Need to Think About?

What categories is your state currently analyzing for significant disproportionality, in particular, discipline?

What age ranges are you analyzing?

Are there any data quality concerns?

Have you looked at the implications for your state's data for analyzing all of these categories, if your analysis categories are not already aligned with the NPRM?
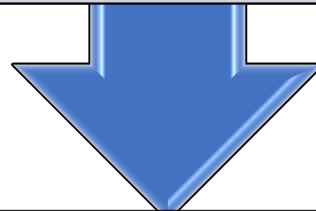
Calculation Method
What Do States Need to Know?

Risk Ratio: What is a specific racial/ethnic group's risk of:

| Receiving special education and related services for a particular disability | Being placed in a particular educational environment | Experiencing a particular disciplinary removal |

As compared to the risk for all other children?

Calculation Method
What Do States Need to Know? (cont.)

Risk

- What percentage of children from a specific racial/ethnic group in the LEA receive special education and related services?

$$\text{Risk} = \frac{\text{Black children with disabilities}}{\text{All Black children}} = \frac{74}{627} = 0.1180$$

- 11.8% of Black children in the LEA receive special education and related services.

Calculation Method
What Do States Need to Know? (cont.)

Risk

- What percentage of all other children in the LEA receive special education and related services?

$$\text{Risk} = \frac{\text{All non-Black CWD}}{\text{All non-Black children}} = \frac{129}{2260} = 0.0571$$

- 5.71% of all other children in the LEA receive special education and related services.

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Calculation Method
What Do States Need to Know? (cont.)

Risk Ratio

- What is the risk for Black children in the LEA receiving special education and related services as compared to the risk for all other children?

$$\text{Risk Ratio} = \frac{\text{Risk for Black children}}{\text{Risk for all other children}} = \frac{.1180}{.0571} = 2.067$$

- Black children in the LEA are 2.07 times as likely as all other children to receive special education and related services.

Calculation Method
What Do States Need to Know? (cont.)

When can a state use an alternate risk ratio instead of a risk ratio?

- If the total number of children in the comparison group in the LEA is less than 10 (denominator of risk for all other racial/ethnic groups in the LEA is less than 10)

- If the risk for the comparison group in the LEA is zero (numerator of risk for all other racial/ethnic groups in the LEA is zero)

Calculation Method
What Do States Need to Know? (cont.)

Alternate risk ratio (ARR)

- What is a specific racial/ethnic group's LEA-level risk compared to the state-level risk for all other children?

$$\text{Alternate Risk Ratio} = \frac{\text{LEA-level risk for children in a specific racial or ethnic group}}{\text{State-level risk for all other children}}$$

Calculation Method
What Do States Need to Think About?

What method is your state currently using to calculate SD?	Are you using multiple methods or a single method?	Are there any data quality concerns?	Have you looked at the implications for your state's data for using the risk ratio and alternate risk ratio, if your method's not already aligned with the NPRM?

Minimum Cell Size
What Do States Need to Know?

Minimum cell size	Percent of districts included in at least one analysis category	Percent of districts identified with SD (rr of 3.0)
10	87%	71%
20	82%	65%
30	79%	60%

Minimum Cell Size
What Do States Need to Know? (cont.)

States will calculate, for each LEA, risk ratios for all racial and ethnic groups that include a minimum number of children not larger than 10.

The 10 refers to the denominator of the risk for the racial or ethnic group of interest.

$$\frac{\text{Black CWD}}{\text{All Black children}} \div \frac{\text{All other CWD}}{\text{All other children}}$$

$$\frac{\text{Black CWD in separate settings}}{\text{All Black CWD}} \div \frac{\text{All other CWD in separate settings}}{\text{All other CWD}}$$

$$\frac{\text{Black CWD with ISS (10 days or more)}}{\text{All Black CWD}} \div \frac{\text{All other CWD with ISS (10 days or more)}}{\text{All other CWD}}$$

Minimum Cell Size
What Do States Need to Know? (cont.)

Risk denominator determines the reliability of the risk calculation.

Example 1: <u>Fifty Hispanic</u> children enrolled and none are identified with a disability (risk = 0 ÷ 50 = 0%).

Example 2: <u>Four Hispanic</u> children enrolled and none are identified with a disability (risk = 0 ÷ 4 = 0%).

Risk

$$= \frac{\text{Number of children from racial/ethnic group in disability category}}{\text{Number of enrolled children from racial/ethnic group}} \times 100$$

$$= \frac{1}{50} \times 100$$

$$= 2.0\%$$

Risk

$$= \frac{\text{Number of children from racial/ethnic group in disability category}}{\text{Number of enrolled children from racial/ethnic group}} \times 100$$

$$= \frac{1}{4} \times 100$$

$$= 25.0\%$$

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Minimum Cell Size
What Do States Need to Think About?

Are you currently using a minimum cell size? If so, how does your state currently define "cell"?

Have you looked at the implications for your state's data for changing your minimum cell size requirement if it's not already aligned with the NPRM?

Risk Ratio Thresholds
What Do States Need to Know?

States must select risk ratio/ARR thresholds that are:

- Reasonable
- Developed based on advice from stakeholders

States can select different thresholds for different analysis categories.

Department encourages states to differentiate between LEAs with some disproportionality and SD.

Thresholds are subject to Department monitoring and enforcement for reasonableness.

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Risk Ratio Thresholds
What Do States Need to Think About?

Risk ratio threshold	Percent of districts identified with SD
2.5	69%
3.0	63%
3.5	59%
4.0	51%

Have you looked at the implications for your state's data for using different risk ratio thresholds?

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Additional Flexibility
What Do States Need to Know?

Consecutive Years

- States can choose to identify an LEA as having SD only after an LEA exceeds the risk ratio threshold for up to three *prior consecutive* years, including the current reporting year.
- LEAs are less likely to be identified based on volatile data if multiple years of data are taken into consideration.

Reasonable Progress

- A state need not identify an LEA with SD if the LEA is making "reasonable progress" in lowering the risk ratios, where reasonable progress is determined by the state.

Additional Flexibility
What Do States Need to Think About?

Number of years of data	Percent of districts identified with SD (rr = 3.0)
1	75%
2	63%
3	52%

Have you looked at the implications for your state's data for using 1, 2, or 3 years of data?

How will your state determine if a district is making reasonable progress?

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Discussion on Standard Methodology

Have any states already been using the same or similar methodology to what's in the NPRM? Do you have words of wisdom to share with other states?

Have any states changed their methodology (e.g., changed calculation methods, set a different threshold)? What is the process that you went through to determine what those changes should be?

How have you involved stakeholders in discussions and decisions around SD?

Tools and Resources

- *Methods for Assessing Racial/Ethnic Disproportionality in Special Education: A Technical Assistance Guide*

- *Spreadsheet Application for Calculating Disproportionality Measures and User's Guide*

- Available on IDC's website - https://ideadata.org/resource-library/

Addressing Significant Disproportionality

Significant Disproportionality

The state must ensure that a review of policies, procedures, and practices occurs <u>after</u> the determination of significant disproportionality is made.

- The result of the review of policies, procedures, and practices does not affect the identification of the district as having significant disproportionality.

Significant Disproportionality (cont.)

The state **must ensure** the district meets the reporting requirements.

- The district must report publicly on the revision of any policies, procedures, or practices as a result of the review.

Discussion

Do the current reviews of policies, procedures, and practices actually do a thorough **review** of *practices?*

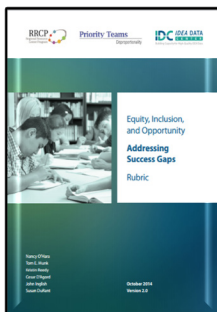Do any of the processes your state has in place *identify the factors* that are contributing to the significant disproportionality?

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To Address Your Success Gap, Find the Root Causes
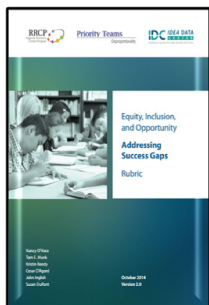
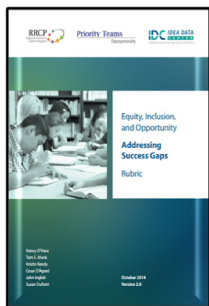Two tools from the *IDEA* Data Center

Success Gaps

Success Gaps white paper and rubric

- Newly revised to be more inclusive of preschool
- Updated language to be more inclusive of *Every Student Succeeds Act* (ESSA) language

Success Gaps Rubric offers one way to consider reviewing the *practices* component of a review of policies, procedures, and practices.

Success Gaps Rubric also helps to identify the factors contributing to significant disproportionality if that is the purpose for which it is being used.

Success Gaps Toolkit Includes:

- Guidelines (instructions) for using the Success Gaps materials

- Meeting agendas for a series of meetings and presentation shells for each meeting

- Some materials for pre-reading

- Two videos, one to invite participants to be part of the success gaps work, one to introduce success gaps during the first meeting

- Sample action plan formats and meeting evaluation formats

- Written stories or examples of work in other states or districts

How to Address Success Gaps

Form a local district or school stakeholder team

Disaggregate and study the data

Self-assess using the rubric

Provide evidence

Consider the students first
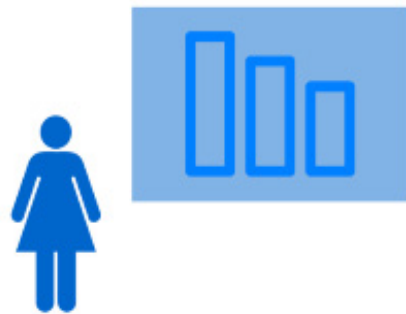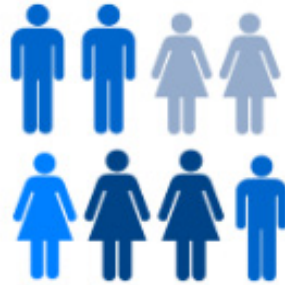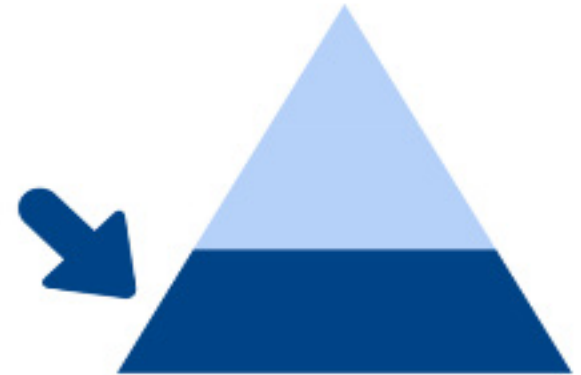
Ensure equitable participation

Develop a plan of action

Equity, Inclusion, and Opportunity Can Lessen Success Gaps Between Groups of Students
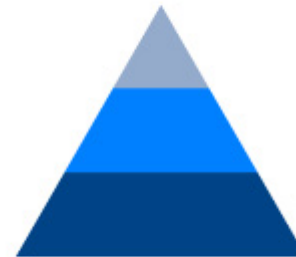
Data-based Decision Making

Cultural Responsiveness

Core Instructional Program

Assessments - Screening and Progress Monitoring

Evidence-based Instructional and Behavioral Interventions and Supports

1. Data-based Decision Making

Probing Questions:

Does our school or district identify data elements or quality indicators that are tracked over time to measure school effectiveness? What are those data elements? Are the data valid and reliable? Are data disaggregated by student demographics such as race/ethnicity, gender, disability, etc. to identify gaps in achievement and performance and trends with over- or under-representation in identification, placement, and discipline? Are data reviewed at regular intervals to determine progress or change? Are data used to make policy, procedure, and practice decisions in our school? How regularly do we use these data to inform our decisions?

Indicator 1	▪ Planning	▪ Partially Implemented	▪ Implemented	▪ Exemplary
Decisions about the school curriculum, instructional programs, academic and behavioral supports, and school improvement initiatives are based on data	Decisions about the school curriculum, instructional programs, academic and behavioral supports, and school improvement initiatives are rarely based on systematic data.	Some teachers and programs consistently use systematic valid and reliable data to inform decisions about curriculum, instructional programs, academic and behavioral supports, and school improvement initiatives.	The data used are valid and reliable. A schoolwide formalized and systematic process is in place to monitor and reinforce the continuous improvement of individual learners, subgroups of learners, initiatives, and programs within the school. It is implemented by some but not all staff.	The data used are valid and reliable. The schoolwide process for data-based decision making is implemented and evident for all students and subgroups of students, in all classrooms, and is used in decisions about school initiatives or programs, as well.

What is the evidence to support your rating?

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Locate Your Assigned Section of the Rubric

Work in Small Groups and Be Prepared to Share

- Review the content of the section.
- Look closely at the probing questions.
  - Are these the appropriate questions for your state?
  - Would you add, delete, or re-word any of the probing questions?
- What are the challenges that a district or school would face completing this section?
- Whom do they need in the meeting?

Discussion

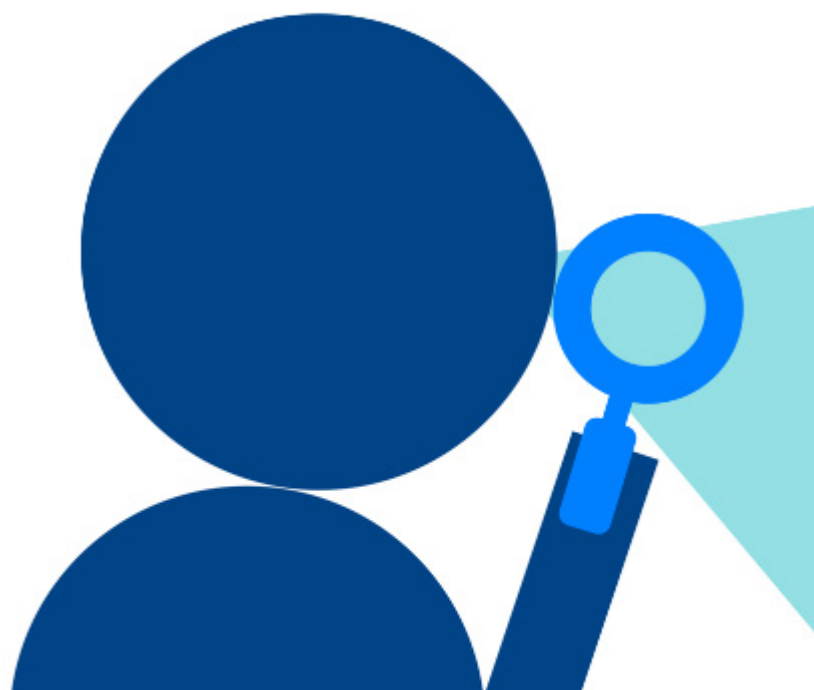What did you like about these materials?

Do you see a way to use them within the state?

Thinking about your state's overall process for identifying root causes and addressing significant disproportionality, what recommendations do you have for adjusting that process?

Take a closer look…

Equity
Inclusion
Opportunity

Tools and Resources

- Success Gaps White Paper and Rubric and other significant disproportionality resources can be found in the IDC Resource Library at: https://ideadata.org/resource-library/

- For technical assistance with significant disproportionality or the resources, contact one of the following:
  - Your IDC state liaison (https://ideadata.org/technical-assistance/)
  - Julie Bollmer, JulieBollmer@westat.com
  - Nancy O'Hara, nancy.ohara@uky.edu

For More Information

IDC **Visit the IDC website**
http://ideadata.org/

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Project Officers: Richelle Davis and Meredith Miceli