



IDEA DATA
CENTER

Collect, Report, Analyze, and
Use High-Quality Part B Data

State Stories: Helping Districts Understand Significant Disproportionality

June 17, 2021

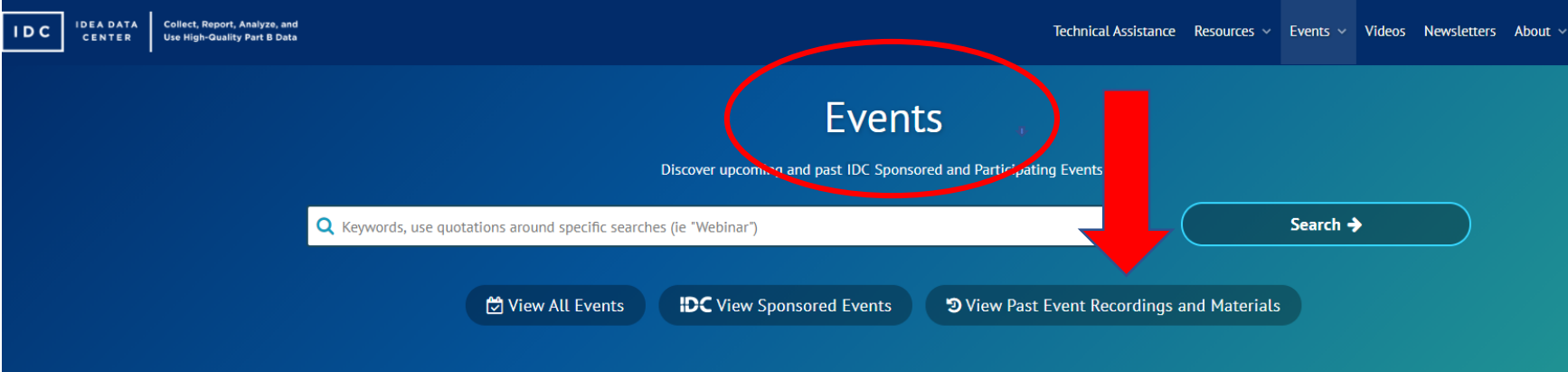
Amy Bitterman, IDC

Joanna Bivins, IDC

Webinar Logistics

- Welcome and thank you for joining us
- We are recording this webinar
- Slides and recording from this presentation will be available on the IDC website
- We will be muting all participants
- Please type your questions in the chat box
- Please complete the online evaluation at the end of the webinar

Where to Find Webinar Slides and Recording



The screenshot shows the IDC website's navigation menu with 'Events' circled in red. A red arrow points from the 'Events' menu down to the 'View Past Event Recordings and Materials' button. Below the navigation bar, there is a search bar and three buttons: 'View All Events', 'View Sponsored Events', and 'View Past Event Recordings and Materials'. The main content area features a large graphic with the letters 'B' and 'B' and a section titled 'Missed Any of Our Back-to-Basics Webinars?' with a paragraph of text. To the right, there is a section titled 'Upcoming Events' with a list of three events.

Events

Discover upcoming and past IDC Sponsored and Participating Events

Keywords, use quotations around specific searches (ie "Webinar")

Search →

View All Events | View Sponsored Events | View Past Event Recordings and Materials

Missed Any of Our Back-to-Basics Webinars?

Now you can access the slides and recordings for all of IDC's Back-to-Basics webinars. Bring up the entire webinar list and the full schedule of webinars is only a click away below.

Upcoming Events

NOV 30	NRCEC 2020
JAN 21	The Division for Early Childhood's 36th Annual International Conference
OCT 27	CADRE's 8th National Symposium on Dispute Resolution in Special Education

Where to Find Webinar Slides and Recording

3:00 PM - 4:00 PM on December 3, 2020

Writing an Effective FFY 2019 State Performance Plan/Annual Performance Report

Webinar | Online

Experienced IDC staff guided states through the process of State Performance Plan/Annual Performance Report writing. Presenters detailed guidance OSEP provided for the reporting process and drew upon their years of experience to provide helpful tips that have proven effective for other states. Participants also heard about common issues or pitfalls in report writing and how to find solutions prior to submitting their reports. Presenters shared effective and complete writing samples along with less effective samples. Staff from North Carolina shared the state's writing experiences and lessons learned.

Materials

Uploaded

Writing an Effective FFY2019 State Performance Plan with data PDF

Topics

State Performance Plan - SPP and Annual Performance Report - APR



YouTube Recording!

PRESENTERS

Nancy O'Hara

Chris Thacker

EVENT LOCATION

United States

State Presenters

- Seth Bishop, Wisconsin Department of Public Instruction
- Alisa Fewkes, Idaho State Department of Education
- Laura Jurgensen, Kansas State Department of Education
- Scott Norton, Illinois State Board of Education

Agenda

- Considerations when developing communications for districts about significant disproportionality
- State panel discussion about supporting LEAs

Why Do You Need to Communicate Significant Disproportionality Data Effectively to LEAs?

- Calculations are often difficult to understand; a lack of transparency or misunderstanding can lead to mistrust causing LEA resistance
- Decisions around these data may significantly affect educational funding for students with and without disabilities
- Data usually need a lot of context for the audience to understand
- LEAs must analyze and use data to determine root causes of significant disproportionality
- Stakeholders can be passionate about ensuring equity and can have differing viewpoints on how to achieve it
- Clearly planned and prepared proactive approaches help prevent emotionally charged reactive responses

Tips for Communicating With Districts

- Identify potential questions regarding requirements, terminology, and data that you may receive from LEAs and build in ways to answer them before LEAs ask them
- Plan out an annual schedule for disseminating information to all districts and required deadlines to identified LEA leaders and communicate that schedule to them
- When creating guidance, include calculation methodology (e.g., risk ratios) and provide examples to help increase understanding
- Obtain feedback from LEA leaders on how to improve communication processes; communicate back to LEA leaders what you did in response to their feedback

State Panel Discussion

Discussion—Challenges

- What are common challenges that you have experienced when supporting districts related to understanding significant disproportionality data?
- What are some things you have done to mitigate the challenges?



Discussion—Supporting Understanding



What have been successful ways your state has provided supports for all districts before identification to understand

- Significant disproportionality requirements
- Implications
- Differences among equity requirements (i.e., significant discrepancy, disproportionate representation, and significant disproportionality)?



Discussion—Early Warning

- If you implement an early warning system so districts know when they are at-risk of being identified, can you describe the system?
- What has worked well and what are any areas for improvement?

Discussion—Data

What significant disproportionality data do you provide districts and to which districts do you provide data (all districts, just those identified with significant disproportionality)?



Determination

Details



Illinois State Board of Education

Significant Disproportionality

SigDispro data is calculated every February.

For more SigDispro resources go to: <https://www.isbe.net/significantdisproportionality>

Filters

Determination Year

2020

District Name

All

Determination

Determination Year	School Year	RCDT	District Name	Race	CoA	Category Group	Category	Ratio Used	Target Numerator	Relevant Risk Ratio
2020	2020	11-111-1111-11	District 1	White	4	Identification	ED	R	18	5.8192
2020	2019	11-111-1111-11	District 1	White	4	Identification	ED	R	18	6.3083
2020	2018	11-111-1111-11	District 1	White	4	Identification	ED	R	14	4.3266



Significant Disproportionality

SigDispro data is calculated every February.

Filters

School Year
 Race
 District Name

Category Group
 Discipline
 Identification
 Placement

Category
 < 40
 ALL
 AUT
 ED
 InS <= 10
 InS > 10

Ratio Used
 N
 R

Ratio Range
 0.0000 - 1.6000: Green
 1.6001 - 3.2000: Yellow
 3.2001 - 3.9999: Orange
 4.0000 & above: Red

Details

District Name	Race	Category	School Year	Target Numerator	Target Denominator	Comparison Numerator	Comparison Denominator	Ratio Used	Relevant Risk Ratio	Risk Ratio	Alternate Risk Ratio
District 1	Black	AUT	2017	12	1120	134	13469	R	1.0769	1.0769	0.8827
District 1	Asian	ALL	2017	12	101	1,886	14488	R	0.9127	0.9127	0.8014
District 1	White	S/L	2017	13	420	369	14169	R	1.1885	1.1885	1.5607
District 1	White	ED	2017	15	420	99	14169	R	5.1115	5.1115	4.1708
District 1	White	OHI	2017	16	420	163	14169	R	3.3115	3.3115	2.9703
District 1	White	< 40	2017	16	108	343	1790	R	0.7731	0.7731	1.0898
District 1	White	AUT	2017	19	420	127	14169	R	5.0471	5.0471	4.1594
District 1	Black	OOS <=10	2017	22	237	60	1661	R	2.5698	2.5698	3.5656
District 1	White	SLD	2017	26	420	640	14169	R	1.3705	1.3705	1.0490
District 1	White	Private	2017	27	108	140	1790	R	3.1964	3.1964	4.6959
District 1	Black	S/L	2017	27	1120	355	13469	R	0.9146	0.9146	0.9085



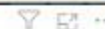
Significant Disproportionality

SigDispro data is calculated every February.

Filters

<p>School Year</p> <p>Multiple selecti... ▾</p>	<p>Race</p> <p>All ▾</p>	<p>Category Group</p> <p>Identification</p>	<p>Category</p> <p><input type="checkbox"/> < 40</p> <p><input type="checkbox"/> ALL</p> <p><input type="checkbox"/> AUT</p> <p><input checked="" type="checkbox"/> ED</p> <p><input type="checkbox"/> InS <=10</p> <p><input type="checkbox"/> InS > 10</p>	<p>Ratio Used</p> <p>N</p> <p>R</p>	<p>Ratio Range</p> <p><input type="checkbox"/> 0.0000 - 1.6000: Green</p> <p><input type="checkbox"/> 3.2001 - 3.9999: Orange</p> <p><input type="checkbox"/> 4.0000 & above: Red</p>
<p>District Name</p> <p>All ▾</p>					

Details



District Name	Race	Category	School Year	Target Numerator	Target Denominator	Comparison Numerator	Comparison Denominator	Ratio Used	Relevant Risk Ratio	Risk Ratio	Alternate Risk Ratio
District 1	White	ED	2018	14	396	113	13829	R	4.3266	4.3266	4.1187
District 1	White	ED	2019	18	379	103	13681	R	6.3083	6.3083	5.2455
District 1	White	ED	2020	18	407	102	13421	R	5.8192	5.8192	4.7855
District 1	Hispanic or Latino	ED	2018	62	12411	65	1814	R	0.1394	0.1394	0.5119
District 1	Hispanic or Latino	ED	2019	69	12235	52	1825	R	0.1979	0.1979	0.5492
District 1	Hispanic or Latino	ED	2020	69	12079	51	1749	R	0.1959	0.1959	0.5486
District 1	Black	ED	2018	42	1088	85	13137	R	5.9662	5.9662	5.0348
District 1	Black	ED	2019	30	1106	91	12954	R	3.8613	3.8613	3.3766
District 1	Black	ED	2020	29	1022	91	12806	R	3.9932	3.9932	3.4124

Discussion—Communication



Describe how, when providing assistance and information to identified districts, your state communicates in ways that ensures districts understand

- Their data
- How they were identified
- Responsibilities once identified



Discussion—Successful Strategies

Share one or two strategies you have implemented that have been the most helpful in supporting districts' understanding of significant disproportionality.

Contact Us

- Amy Bitterman, AmyBitterman@westat.com
- Joanna Bivins, JoannaBivins@westat.com
- Seth Bishop, Seth.Bishop@dpi.wi.gov
- Alisa Fewkes, Afewkes@sde.idaho.gov
- Laura Jurgensen, ljurgensen@ksde.org
- Scott Norton, SNorton@isbe.net

Evaluation

The evaluation poll questions will appear to the right.

For More Information



Visit the IDC website

<http://ideadata.org/>



Follow us on Twitter

<https://twitter.com/ideadatacenter>



Follow us on LinkedIn

<http://www.linkedin.com/company/idea-data-center>



The contents of this presentation were developed under a grant from the U.S. Department of Education, #H373Y190001. However, the contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the federal government.

Project Officers: Richelle Davis and Rebecca Smith

