



INTERACTIVE INSTITUTES **2022**

BUILDING AND SUSTAINING A CULTURE OF HIGH-QUALITY DATA

# Breaking Out of the “Here We Are Again” Syndrome in Significant Disproportionality

June 21–23, 2022



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



# Presenters



## **Nashville, TN - June 6–7, 2022**

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## **Virtual - June 21–23, 2022**

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# Participant Outcomes

- Refresh your understanding of the significant disproportionality regulations
- Gain ideas about helping districts move out of significant disproportionality
- Understand significant disproportionality as a continuous improvement process
- Become familiar with the IDC *Success Gaps Toolkit*

# Agenda

- What is significant disproportionality and what is your role in relation to it?
- On the hamster wheel
- Significant disproportionality as a continuous improvement process
- *Success Gaps Toolkit*
- Final questions and reflections

# What Is Significant Disproportionality and What Is Your Role in Relation to It?



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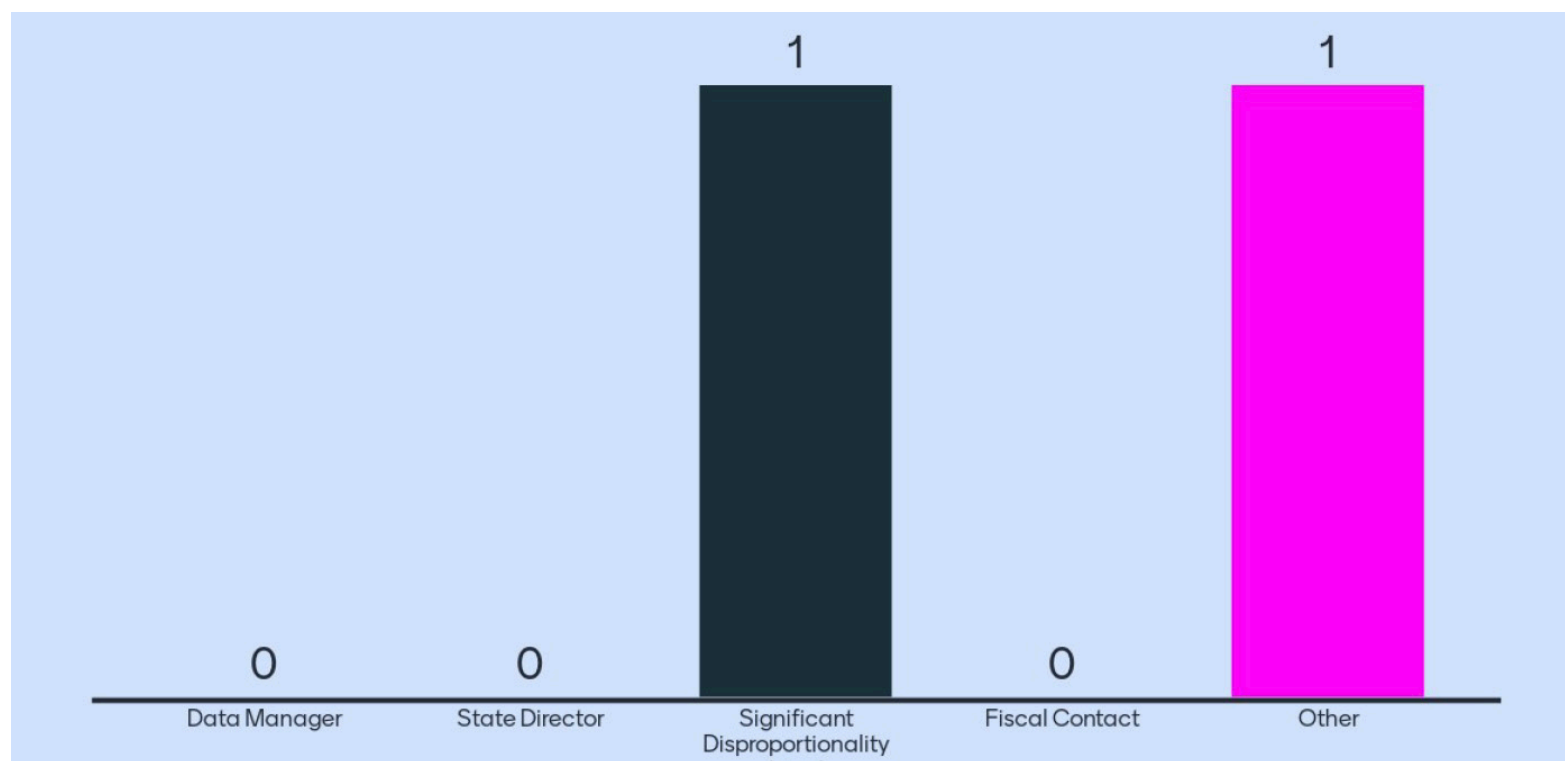
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# What Is the Significant Disproportionality Regulation?

- Defined in the Code of Federal Regulations—  
34 CFR §§300.646-647
- States must determine if LEAs exhibit significant racial/ethnic disproportionality in 14 different categories of identification, placement, and discipline
- LEAs with significant disproportionality must
  - Review policies, practices, and procedures
  - Identify the root causes
  - Address the root causes
  - Use 15% of their Part B funding to do so

# What Is Your Role in Relation to Significant Disproportionality?



Source: Third-party application (Mentimeter).



# On the Hamster Wheel

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# Examples of Districts on the Hamster Wheel

Year after year, after multiple identifications with significant disproportionality

- District A suspends Black students with disabilities at more than three times the rate for non-Black students with disabilities
- District B places its Black students with disabilities in a separate setting at more than three times the rate for students in the rest of the state [Alternate Risk Ratio (ARR)]
- District C identifies its White students with autism at more than three times the rate for non-White students in the district

# The Big Idea: Significant Disproportionality Must Be Thought of as a Continuous Improvement Process



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# What Does Improving Significant Disproportionality Require?

- Well-composed teams that represent and understand the groups experiencing significant disproportionality
  - Meet regularly
  - Adjust membership as needed
- A plan with clearly identified actions
  - Monitor progress regularly
  - Follow a cycle of improvement: Plan-Do-Study-Act
- Acceptance that change takes time
  - One year rarely does the job



# SUCCESS GAP

*Success Gaps Toolkit*

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# What Are Some Kinds of Individuals You Have Found It Valuable to Include on Equity Teams?

Big brother big sisters orv

Recent geaduate

Source: Third-party application (Mentimeter).

# What Strategies Do You Use to Create Effective Teamwork?

Meering face to face

Weekly check ins

Source: Third-party application (Mentimeter).

# Where Is Your State in Implementing the Continuous Improvement Process for Significant Disproportionality?



Source: Third-party application (Mentimeter).





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# Questions and Reflections



# Contact Us

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# What actions will you take to commit to being a Data Quality Influencer?

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# For More Information



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