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

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Presenters

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Joanna Bivins, IDEA Data Center
Tom Munk, IDEA Data Center
Jody Fields, Arkansas IDEA Data & Research Office

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Joanna Bivins, IDEA Data Center
Tom Munk, IDEA Data Center
Jarrod Slone, Kentucky Department of Education
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?
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
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
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
What Are Some Kinds of Individuals You Have Found It Valuable to Include on Equity Teams?

Big brother big sisters orv

Recent graduate

Source: Third-party application (Mentimeter).
What Strategies Do You Use to Create Effective Teamwork?

- Meeting 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).
Contact Us

• Joanna Bivins, joannabivins@westat.com
• Tom Munk, tommunk@westat.com
• Jody Fields, jafields@ualr.edu
• Jarrod Slone, jarrod.slone@education.ky.gov
What actions will you take to commit to being a Data Quality Influencer?
For More Information

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

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**Project Officers:** Richelle Davis and Rebecca Smith