



Back-to-Basics on Part B Disproportionate Representation—What You Need to Know About Indicators B9 and B10

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Agenda

-  Requirements of the indicators
-  Data sources
-  Methodologies
-  Pulling it all together
-  B9 and B10 cautions
-  Summary and resources



Requirements

Bg: Disproportionate Representation

Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification



B10: Disproportionate Representation

Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification



B10: Disproportionate Representation (cont.)



- At a minimum, states must analyze data for children in the following categories:
 - Intellectual disability;
 - Specific learning disability;
 - Emotional disturbance;
 - Speech or language impairments;
 - Other health impairments; and
 - Autism.

Definition of Disproportionate Representation



States define disproportionate representation by selecting the methodology, threshold, and minimum cell size.

B9 and B10: Reporting in the State Performance Plan/Annual Performance Report (SPP/APR)



- Indicators B9 and B10 are compliance indicators.
- The state must set the target at 0%.



B₉ and B₁₀ Are a Two-Step Process



Determine which districts meet the state's definition of disproportionate representation.



Determine if disproportionate representation is due to inappropriate identification through a review of policies, procedures, and practices.

Test Your Knowledge!



Which of the following is TRUE about B₉ and B₁₀?

- A. They are compliance indicators.
- B. States must set their targets at 0%.
- C. States use a two-step process to identify districts.
- D. All of the above

Test Your Knowledge!



Which of the following is TRUE about B₉ and B₁₀?

- A. They are compliance indicators.
- B. States must set their targets at 0%.
- C. States use a two-step process to identify districts.
- D. All of the above

Answer: D



Data Sources

Data Sources



- Step 1: Identify districts with disproportionate representation.
 - Both Indicators B9 and B10 use 618 and total enrollment data.
 - C002: Children with Disabilities (IDEA) School Age
 - C052: Membership
 - Data are for children ages 6 through 21.

Data Sources

- Step 2: Identify districts with disproportionate representation that is the result of inappropriate identification.
 - Review, for example, districts'
 - monitoring data; and
 - policies, practices, and procedures.



Test Your Knowledge!



What are the data sources for step 1?

- A. Children with Disabilities (IDEA) School Age (EDFacts file Coo2)
- B. Membership (EDFacts file Co52)
- C. Children with Disabilities (IDEA) Suspensions/Expulsions (EDFacts file Coo6)
- D. All of the above
- E. A and B

Test Your Knowledge!



What are the data sources for step 1?

- A. Children with Disabilities (IDEA) School Age (EDFacts file Coo2)
- B. Membership (EDFacts file Co52)
- C. Children with Disabilities (IDEA) Suspensions/Expulsions (EDFacts file Coo6)
- D. All of the above
- E. A and B

Answer: E

Methodologies

Defining Disproportionate Representation



- Flexibilities
 - Calculation method (e.g., risk ratio)
 - States can use multiple methods
 - Thresholds (e.g., risk ratio thresholds of 2.0)
 - Depends on method

Defining Disproportionate Representation (cont.)



- Minimum cell sizes
 - What cell is included in the definition?
 - Size of cell
- Multiple years of data

Methods for Calculating Disproportionate Representation



- Risk ratio
 - Alternate risk ratio
 - Weighted risk ratio
- Composition
- E-formula
- Expected counts of students



Methods for Calculating Disproportionate Representation: Risk Ratio



What is a specific racial/ethnic group's risk of receiving special education and related services



As compared to the risk for all other children?



Methods for Calculating Disproportionate Representation: Risk

- What percentage of Black children receive special education and related services?

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

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



Methods for Calculating Disproportionate Representation: Risk (cont.)

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

$$\text{Risk} = \frac{\text{All other children with disabilities}}{\text{All other enrolled children}} = \frac{348}{6,090} = 0.0571$$

- 5.7% of all other children in the district receive special education and related services.



Methods for Calculating Disproportionate Representation: Risk Ratio

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

$$\text{Risk ratio} = \frac{\text{Risk for Black children}}{\text{Risk for all other children}} = \frac{0.1180}{0.0571} = 2.07$$

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

Methods for Calculating Disproportionate Representation: Alternate Risk Ratio



What is a specific racial/ethnic group's district-level risk of receiving special education and related services



As compared to the state-level risk for all other children?

Methods for Calculating Disproportionate Representation: Weighted Risk Ratio



What is a specific racial/ethnic group's risk of receiving special education and related services



As compared to the risk for all other children when the risk ratio is weighted according to the racial/ethnic demographics of the state?

Test Your Knowledge!



Are states required to use a risk ratio to calculate disproportionate representation?

Yes or No?

Test Your Knowledge!

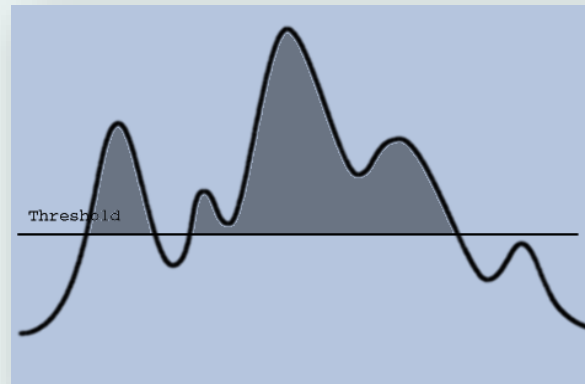


Are states required to use a risk ratio to calculate disproportionate representation?

Answer: No

Thresholds

- A threshold, which is set by states, is the level at which a district is identified as having disproportionate representation.
- Thresholds are related to the methodology.



Multiple Methods

- States can define disproportionate representation as districts that meet/exceed threshold for *all* methods.
 - Provides stronger evidence that there is a potential issue.

Small Cell Sizes

- States often use a minimum cell size or n-size.
 - Small numbers can produce unreliable findings, resulting in districts being inappropriately identified.
- Any minimum cell size has trade-offs and limitations.

Multiple Years of Data

- Use multiple years of data to address small cell sizes.
- District must meet definition of disproportionate representation for multiple consecutive years.





Determination of Inappropriate Identification

- Consider who conducts the review of districts with disproportionate representation.
- Activities used to determine inappropriate identification:
 - Student record reviews
 - On-site visits
 - Desk audits
 - Reviews of other data (assessment, dispute resolution, monitoring)

Test Your Knowledge!



Can states use multiple methods to identify districts with disproportionate representation?

Yes or No?

Test Your Knowledge!



Can states use multiple methods to identify districts with disproportionate representation?

Answer: Yes



Putting It All Together



Step 1: Identify Districts With Disproportionate Representation

- Define disproportionate representation:
 - Calculation method
 - Threshold
 - Minimum cell size
 - Multiple years of data
- Conduct analysis of data to identify districts with disproportionate representation based on definition.



Step 2: Identify Districts With Disproportionate Representation That Is the Result of Inappropriate Identification

- Determine if any of the districts identified in step 1 with disproportionate representation was due to inappropriate identification.
 - States use various methods, including reviews of policies, procedures, and practices; student record reviews; and further data analyses.

APR Reporting Requirements

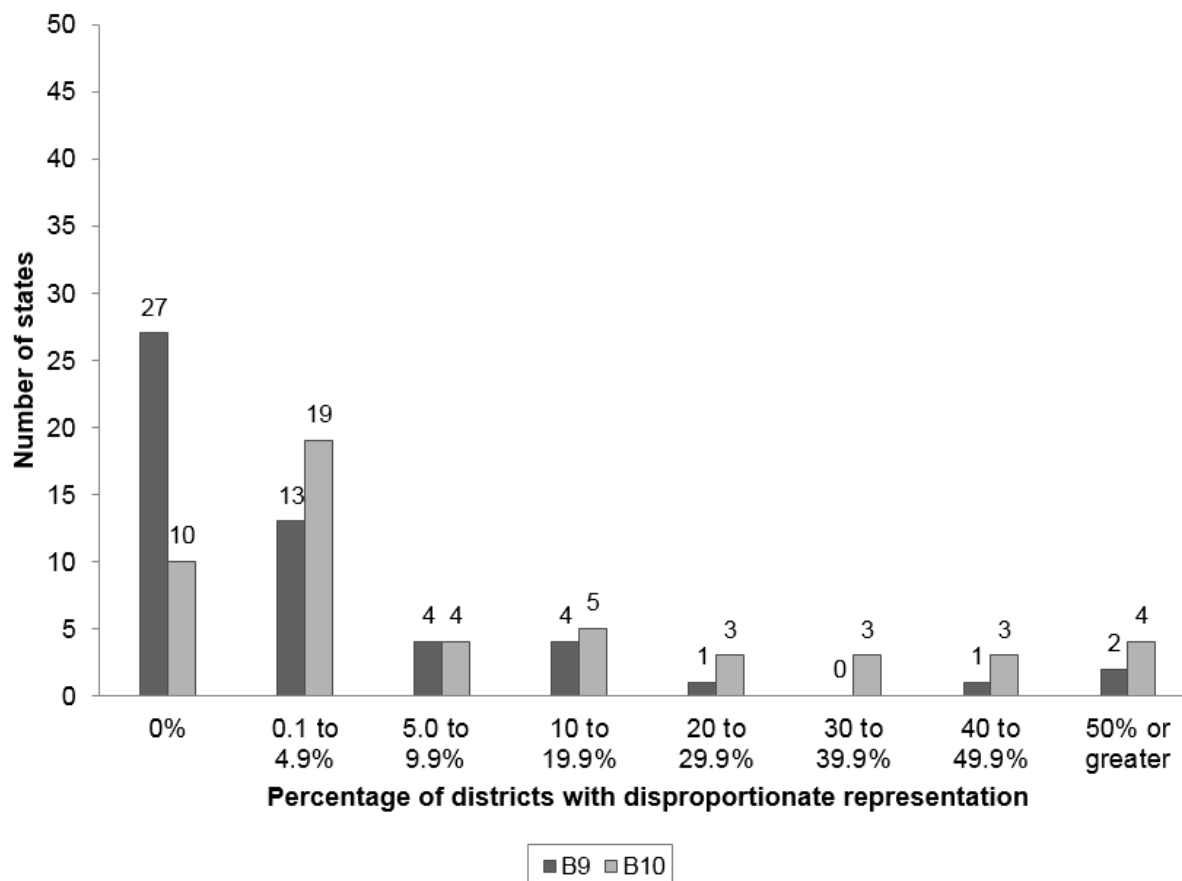
- Report number of districts identified with
 - disproportionate representation; and
 - disproportionate representation that is the result of inappropriate identification.



Results of Step 1 for B9 and B10



Number of states reporting various percentages of districts with disproportionate representation for B9 and B10: 2014–15

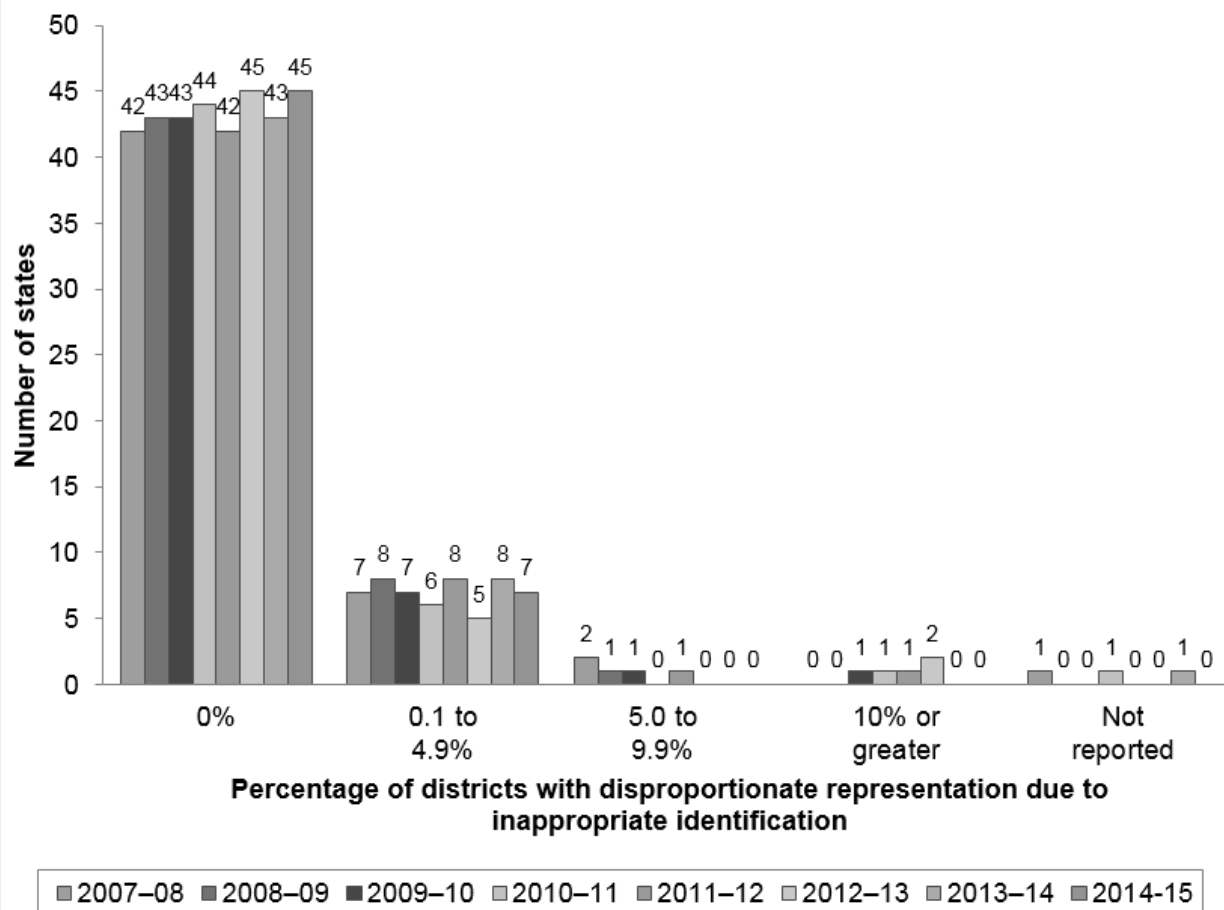


Note: One state is not required to report on B10.

Results of Step 2 for B9



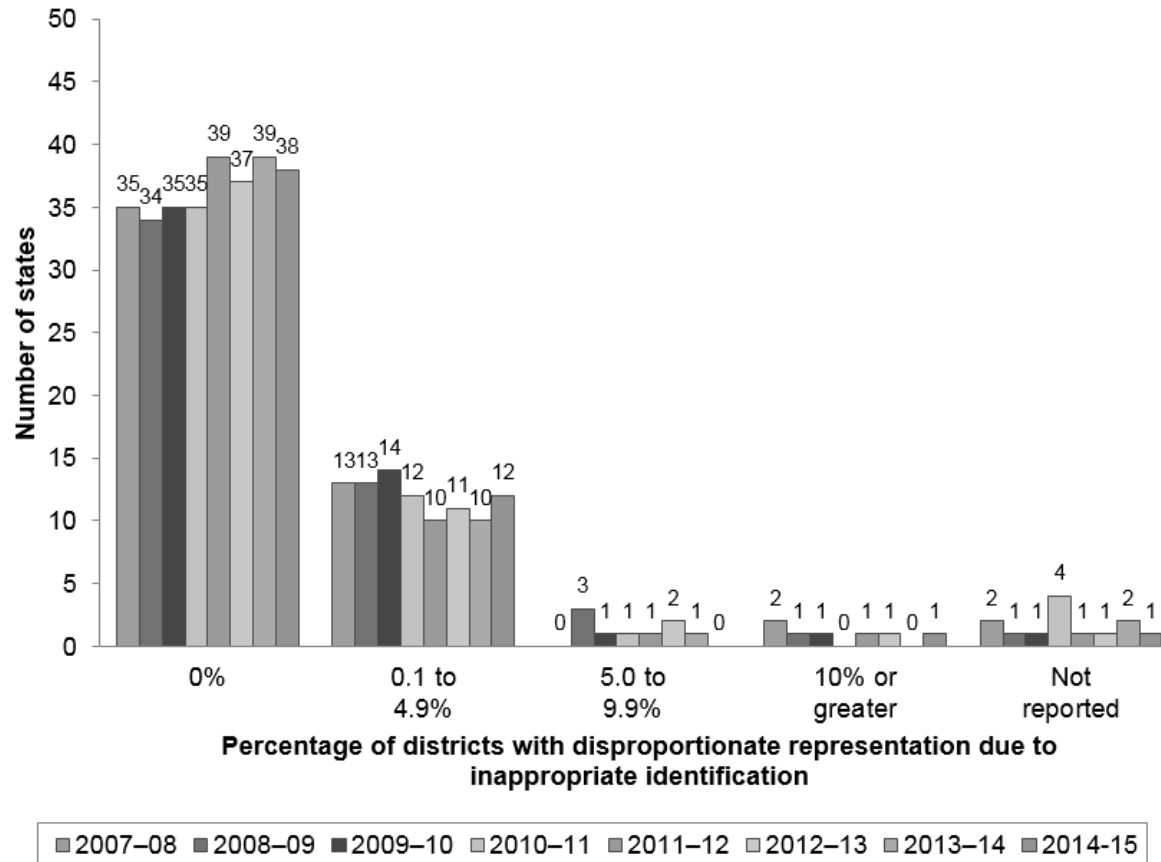
Number of states reporting various percentages of districts with disproportionate representation that was the result of inappropriate identification for B9: 2007–08 through 2014–15



Results of Step 2 for B10



Number of states reporting various percentages of districts with disproportionate representation that was the result of inappropriate identification for B10: 2007–08 through 2014–15



Note: One state is not required to report on B10.

APR Reporting Requirements

- Describe method used to calculate disproportionate representation.
- Report number of districts entirely eliminated from the analyses as a result of a small cell size requirement.

APR Reporting Requirements

- For the denominator of the indicator result calculation, states can use
 - total number of districts in state; or
 - number of districts that met cell size requirement for ANY racial/ethnic group.

Proposed Revisions to Reporting

- Provide definition of disproportionate representation:
 - Calculation method
 - Threshold
 - Number of years of data
 - Minimum cell and/or n-sizes
- Include only districts that met the state's minimum n- and/or cell size for one or more racial/ethnic group(s) in both the numerator and the denominator.



Test Your Knowledge!



States are not required to describe the method used to calculate disproportionate representation in their APRs.

True or False?

Test Your Knowledge!



States are not required to describe the method used to calculate disproportionate representation in their APRs.

Answer: False



B9 and B10 Cautions

B₉ and B₁₀ Cautions

- Only overrepresentation must be reported; underrepresentation should not be reported.
- All race/ethnicity categories must be analyzed in the same manner using the same thresholds.



B9 and B10 Cautions (cont.)

- Reporting for B9 and B10 does not satisfy requirements for significant disproportionality.
- States may choose to align their methodology for B9 and B10 with significant disproportionality.
 - Beginning July 1, 2020, states must include children ages 3-5 in the analysis for significant disproportionality.

Test Your Knowledge!



Can you use the same calculation method for disproportionate representation that you use for significant disproportionality?

Yes or No?

Test Your Knowledge!



Can you use the same calculation method for disproportionate representation that you use for significant disproportionality?

Answer: Yes



Summary and Resources

Summary: Disproportionate Representation

- States can choose
 - calculation method;
 - definition of disproportionate representation;
 - minimum cell size requirements;
 - option of using multiple years of data; and
 - process for determining inappropriate identification.

Summary: Disproportionate Representation (cont.)



Analyze data for:

- students ages 6-21 with disabilities; and
- all seven racial/ethnic groups.

If inappropriate identification is identified, ensure noncompliance is corrected and report on corrective actions taken.



What states report for Bg and B10 does not satisfy all the requirements for significant disproportionality.

Important Resources

GRADS360° SPP/APR Resources Tab

(<https://osep.grads360.org/#program/spp-apr/resources>)



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SPP APR Resources

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SPP/APR Resources

Part B

- [Part B 2017 SPP/APR Memo](#)
- [Part B 2017 Measurement Table](#)
- [Part B 2017 SPP/APR Instructions](#)
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- [Part B SPP/APR 2016 Indicator Analyses](#)

Part C

- [Part C 2017 SPP/APR Memo](#)
- [Part C 2017 Measurement Table](#)
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- [National Data Part C Indicators 5 & 6](#)

Program Office Links

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[Building the Legacy: IDEA 2004](#)



Important Resources



- *Methods for Assessing Racial/Ethnic Disproportionality in Special Education: A Technical Assistance Guide (Revised)*
- *Spreadsheet Application for Calculating Disproportionality Measures and User's Guide*
- *Equity Requirements in IDEA*
- Other related IDC resources found at <https://ideadata.org/resource-library/>

Questions and Discussion



For Assistance With These Topics

- Contact your IDC State Liaison (<https://ideadata.org/technical-assistance/>); or
- Contact the presenters:
 - Danielle Crain, daniellecrain@westat.com
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