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ii21 INTERACTIVE INSTITUTE 2021

BUILDING AND SUSTAINING A CULTURE OF HIGH-QUALITY DATA

Uncovering the Mysteries of Significant Disproportionality Through Data Visualization

April 13–15, 2021

IDC IDEA DATA CENTER | Collect, Report, Analyze, and Use High-Quality Part B Data

Westat®

Presenters

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Agenda

- Review of significant disproportionality requirements
- Visualizing significant disproportionality
- Let's hear from the states
  - Ohio
  - Georgia
- IDC resources
- Questions and wrap-up

Review of Significant Disproportionality Requirements

What Do States Have to Do?

- Collect and examine data for each LEA to determine if significant disproportionality based on race and ethnicity is occurring in the state and the LEAs of the state
- Use the risk ratio and alternate risk ratio
- Select a threshold for significant disproportionality
- Make decisions based on stakeholder input

What Do States Have to Do? (cont.)

- Require the LEAs identified to reserve 15% of IDEA funds for comprehensive coordinated early intervening services (CCEIS)
- Ensure the review of policies, procedures, and practices

What May States Do With Regard to Significant Disproportionality?

- May use up to three consecutive years of data
- May select a minimum cell size
- May select a minimum n size
- May apply a standard of reasonable progress

Categories of Significant Disproportionality

- For each of seven racial/ethnic categories
  - The identification of children as children with disabilities, including the identification of children as children with specific disabilities
  - The placement in particular educational settings
  - The incidence, duration, and type of disciplinary removals from placement, including suspensions and expulsions
- This is a total of 14 categories times 7 racial/ethnic categories for a total of 98 calculations per LEA

What Do States Not Have to Do With Regard to Significant Disproportionality?

- Publicly report the calculations or other information about significant disproportionality for all LEAs
- Note: The LEA Maintenance of Effort (MOE) Reduction and CEIS data collection is a 618 data collection and states must report the data publicly. This report contains information about which LEAs were identified with significant disproportionality and for what category and how much money they had to reserve

What Do You Want to Report and to Whom?

This session will help you think about

- What you want to report
- To whom you want to report it
- The purpose for the report
- Some options for how you report it

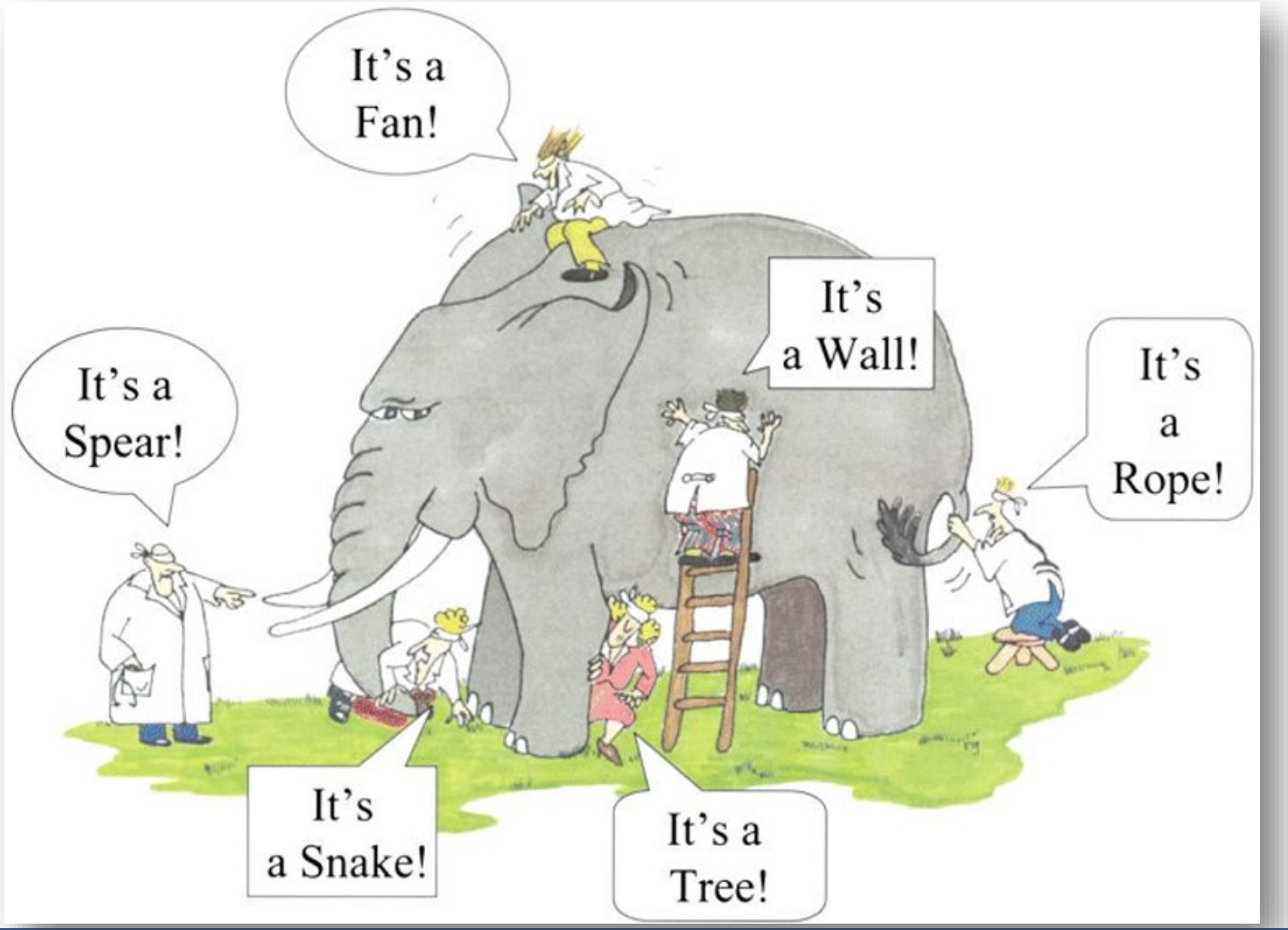
Zoom Poll

When you think about communicating data for significant disproportionality, who is your audience?

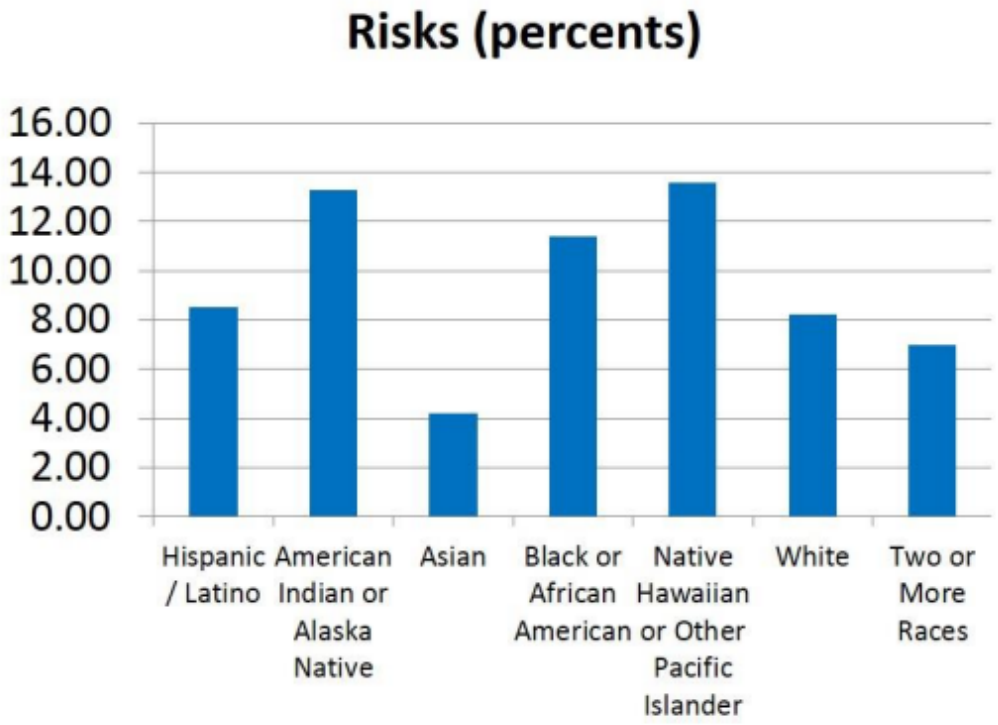
a. Other state special education staff
b. State staff outside of special education
c. LEA administrators
d. LEA special education administration and staff
e. Families
f. Advocates and other family support entities
g. State Advisory Panel
h. Teachers and other service providers
i. General public
j. Other

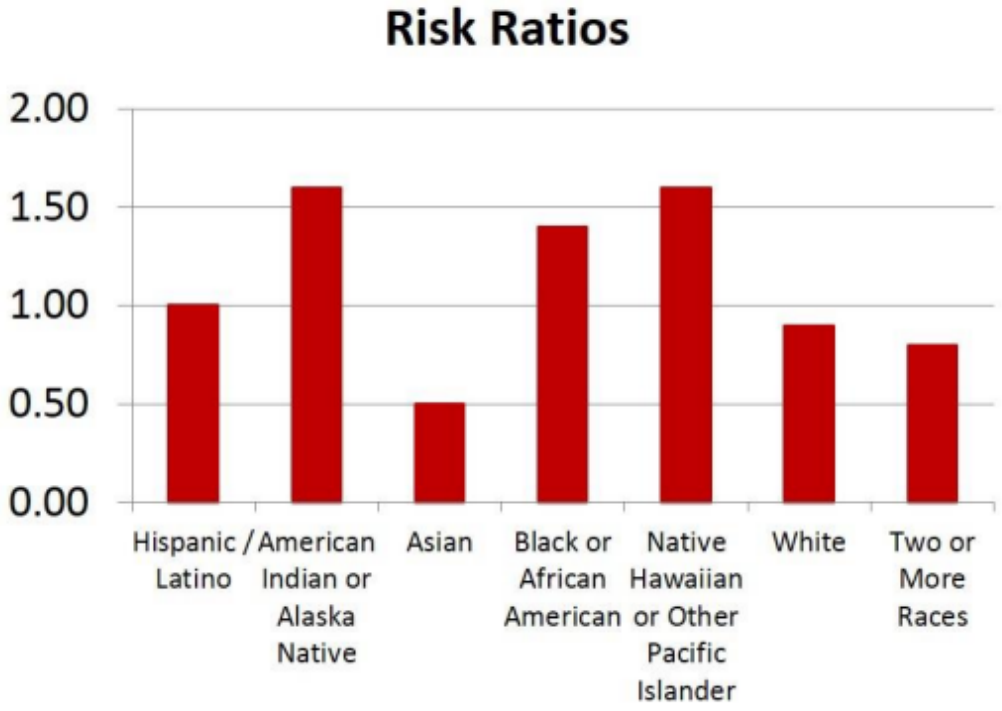
Visualizing Significant Disproportionality Data

The Elephant in the Room



What Do You See?





Why Do You Need to Communicate Significant Disproportionality Data Well?

- Calculations are often difficult to understand
- 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
- Decision makers must use and analyze data to determine root causes
- Stakeholders can be passionate about ensuring equity and can have differing viewpoints on how to get there

How Can Data Visualization Help?

- Many of us are visual learners
- Data visualization can make complicated data easier to consume and analyze
- A well-created data visualization can enhance understanding of the data and encourage meaningful discussion

Questions to Consider

- Who are your main audiences when you show significant disproportionality data?
- Why do you need the data displays?
- How will you communicate these data?
- What additional information do you need to ensure your audience will understand the data display(s) you share with them?

A Path to Clearer Data Displays

1. Make data quality a priority
2. Ensure you have a clear objective for creating the data display (what is the point?)
3. Select display options that best promote understanding
4. Recruit a “critical friend”
5. Allow any and all questions about your data displays

Discussion in the Chat

What are your biggest challenges in communicating significant disproportionality data?

Let's Hear From the States: Ohio

Special Education Profiles

- Created annually for each district and community school
- Display performance over time on key indicators measuring services and outcomes for students with disabilities
- Notify the district of any required activities for compliance indicators and survey indicators

Are young children with disabilities entering kindergarten ready to learn?

- **Indicator 6** Preschool Educational Environments
- **Indicator 7** Preschool Outcomes
- **Indicator 12** Early Childhood Transition from Part C to Part B

Are children with disabilities achieving at high levels?

- **Indicator 3** Statewide Assessment
- **Indicator 4** Suspension/Expulsion
- **Indicator 5** School-age Educational Environments

Are youth with disabilities prepared for life, work, and postsecondary education?

- **Indicator 1** Graduation
- **Indicator 2** Dropout
- **Indicator 13** Secondary Transition
- **Indicator 14** Postsecondary Outcomes

Does the district implement IDEA to improve services and results for children with disabilities?

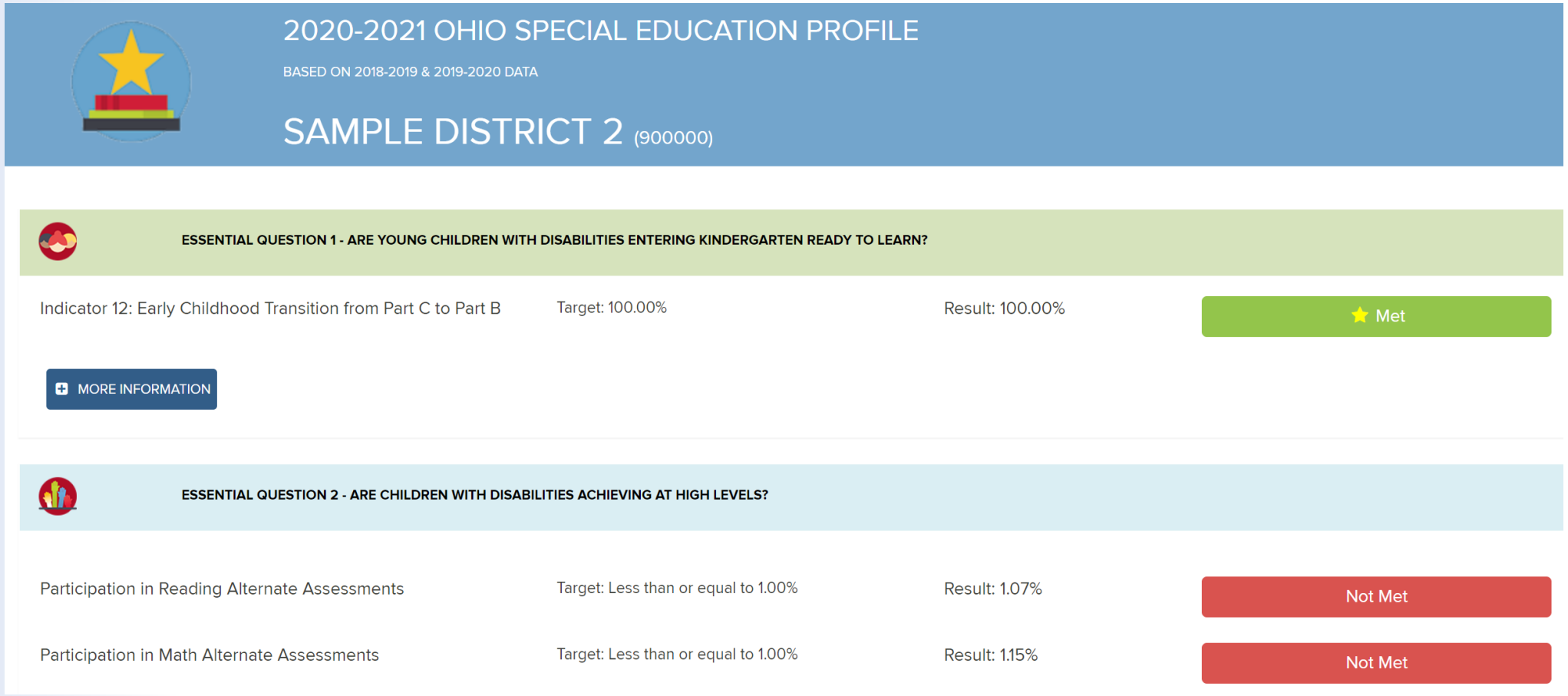
- **Indicator 8** Facilitated Parent Involvement
- **Indicator 11** Child Find
- **Indicator 15** Timely Correction of Noncompliance Findings
- **Indicator 20** Timely and Accurate Data

New!

Are children receiving equitable services and supports?

- **Disproportionality: Identification**
- **Disproportionality: Placement**
- **Disproportionality: Discipline**

Special Education Profiles: New Significant Disproportionality Section



2020-2021 OHIO SPECIAL EDUCATION PROFILE

BASED ON 2018-2019 & 2019-2020 DATA

SAMPLE DISTRICT 2 (900000)

ESSENTIAL QUESTION 1 - ARE YOUNG CHILDREN WITH DISABILITIES ENTERING KINDERGARTEN READY TO LEARN?

Indicator 12: Early Childhood Transition from Part C to Part B	Target: 100.00%	Result: 100.00%	Met

MORE INFORMATION

ESSENTIAL QUESTION 2 - ARE CHILDREN WITH DISABILITIES ACHIEVING AT HIGH LEVELS?

Participation in Reading Alternate Assessments	Target: Less than or equal to 1.00%	Result: 1.07%	Not Met
Participation in Math Alternate Assessments	Target: Less than or equal to 1.00%	Result: 1.15%	Not Met

Source: http://education.ohio.gov/Topics/Special-Education/Special-Education-Data-and-Funding/District-Level-Performance-Data

Special Education Profiles: New Significant Disproportionality Section (cont.)

ESSENTIAL QUESTION 5 - ARE CHILDREN RECEIVING EQUITABLE SERVICES AND SUPPORTS?

WHAT IS SIGNIFICANT DISPROPORTIONALITY? | IN WHAT CATEGORIES IS SIGNIFICANT DISPROPORTIONALITY MEASURED? | HOW IS SIGNIFICANT DISPROPORTIONALITY CALCULATED?

Disproportionality: Identification for Special Education (Indicators 9 & 10)

Target: Risk ratio less than or equal to 2.50

Result: >2.50

Not Met

CLOSE

Identification

All Disabilities

Racial Group	Target	Result	Ratio Type	Trend	More
Black	≤2.50	Met	Regular		

Source: http://education.ohio.gov/Topics/Special-Education/Special-Education-Data-and-Funding/District-Level-Performance-Data

Disproportionality Review Process

- Special Education Profile
- Student Record Review
- Self-Review Summary Report
- Improvement Plan
- Redirection of Funds

Support for Districts and Schools

Office for Exceptional Children and State Support Teams

Each Child, Our Future and *Ohio's Whole Child Framework*

Social-Emotional Learning Standards, Trauma-Informed Practices and Positive Behavioral Interventions & Supports

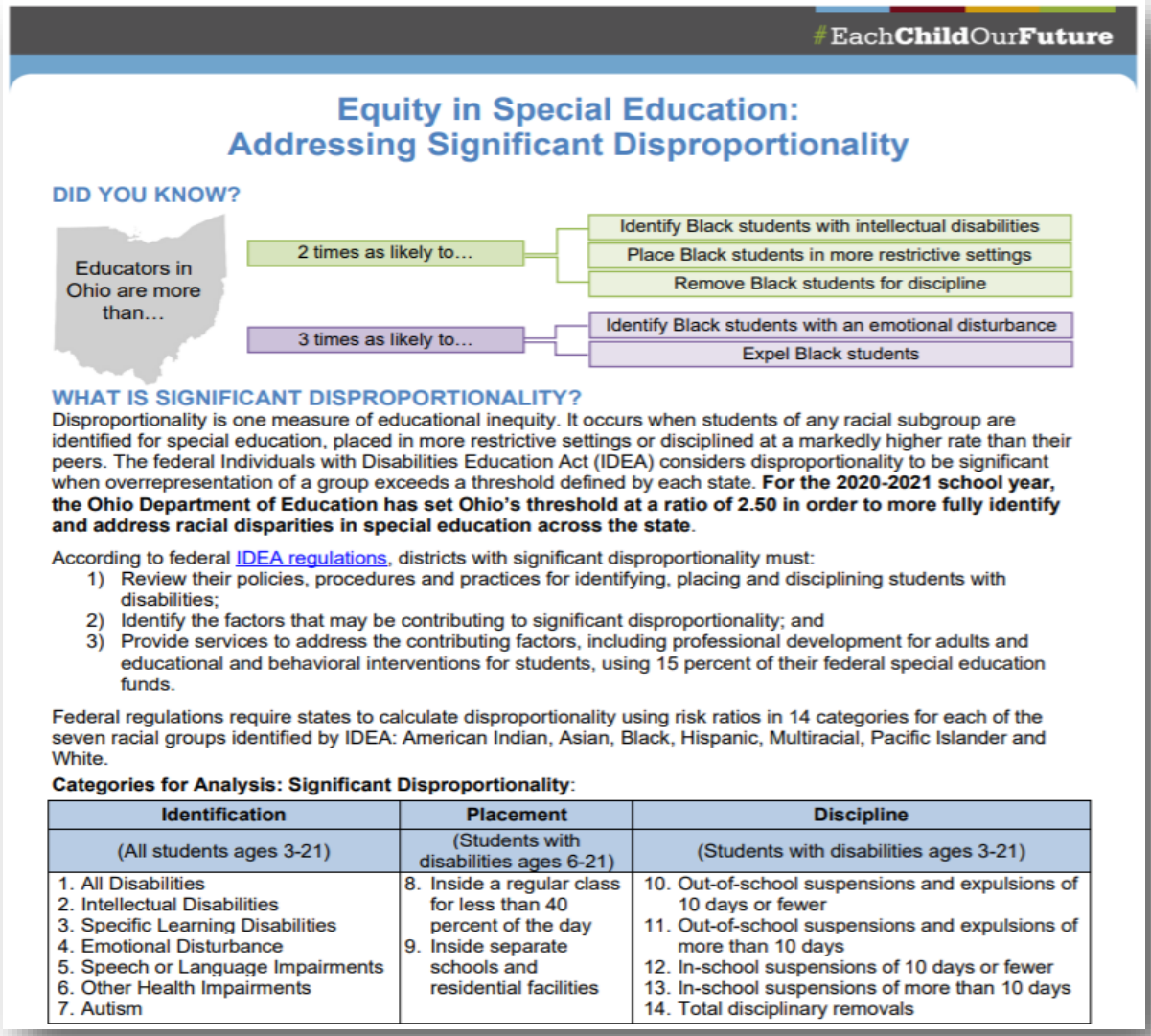
Culturally Responsive Practices Training and Resources

Resources

[Equity in Special Education: Disproportionality]

[Overview] of requirements, supports, and exemplars

[FAQ], [technical doc], and [fiscal guidance]



#EachChildOurFuture

Equity in Special Education: Addressing Significant Disproportionality

DID YOU KNOW?

Educators in Ohio are more than…

- 2 times as likely to…
  - Identify Black students with intellectual disabilities
  - Place Black students in more restrictive settings
  - Remove Black students for discipline
- 3 times as likely to…
  - Identify Black students with an emotional disturbance
  - Expel Black students

WHAT IS SIGNIFICANT DISPROPORTIONALITY?

Disproportionality is one measure of educational inequity. It occurs when students of any racial subgroup are identified for special education, placed in more restrictive settings or disciplined at a markedly higher rate than their peers. The federal Individuals with Disabilities Education Act (IDEA) considers disproportionality to be significant when overrepresentation of a group exceeds a threshold defined by each state. **For the 2020-2021 school year, the Ohio Department of Education has set Ohio's threshold at a ratio of 2.50 in order to more fully identify and address racial disparities in special education across the state.**

According to federal IDEA regulations, districts with significant disproportionality must:

1) Review their policies, procedures and practices for identifying, placing and disciplining students with disabilities;
2) Identify the factors that may be contributing to significant disproportionality; and
3) Provide services to address the contributing factors, including professional development for adults and educational and behavioral interventions for students, using 15 percent of their federal special education funds.

Federal regulations require states to calculate disproportionality using risk ratios in 14 categories for each of the seven racial groups identified by IDEA: American Indian, Asian, Black, Hispanic, Multiracial, Pacific Islander and White.

Categories for Analysis: Significant Disproportionality:

Identification	Placement	Discipline
(All students ages 3-21)	(Students with disabilities ages 6-21)	(Students with disabilities ages 3-21)
1. All Disabilities 2. Intellectual Disabilities 3. Specific Learning Disabilities 4. Emotional Disturbance 5. Speech or Language Impairments 6. Other Health Impairments 7. Autism	8. Inside a regular class for less than 40 percent of the day 9. Inside separate schools and residential facilities	10. Out-of-school suspensions and expulsions of 10 days or fewer 11. Out-of-school suspensions and expulsions of more than 10 days 12. In-school suspensions of 10 days or fewer 13. In-school suspensions of more than 10 days 14. Total disciplinary removals

Source: http://education.ohio.gov/getattachment/Topics/Special-Education/Special-Education-Data-and-Funding/Equity-in-Special-Education-Disproportionali/2020-2021-Disproportionality-Overview-Nov-2020.pdf.aspx?lang=en-US

Questions for Ohio?

Office for Exceptional Children

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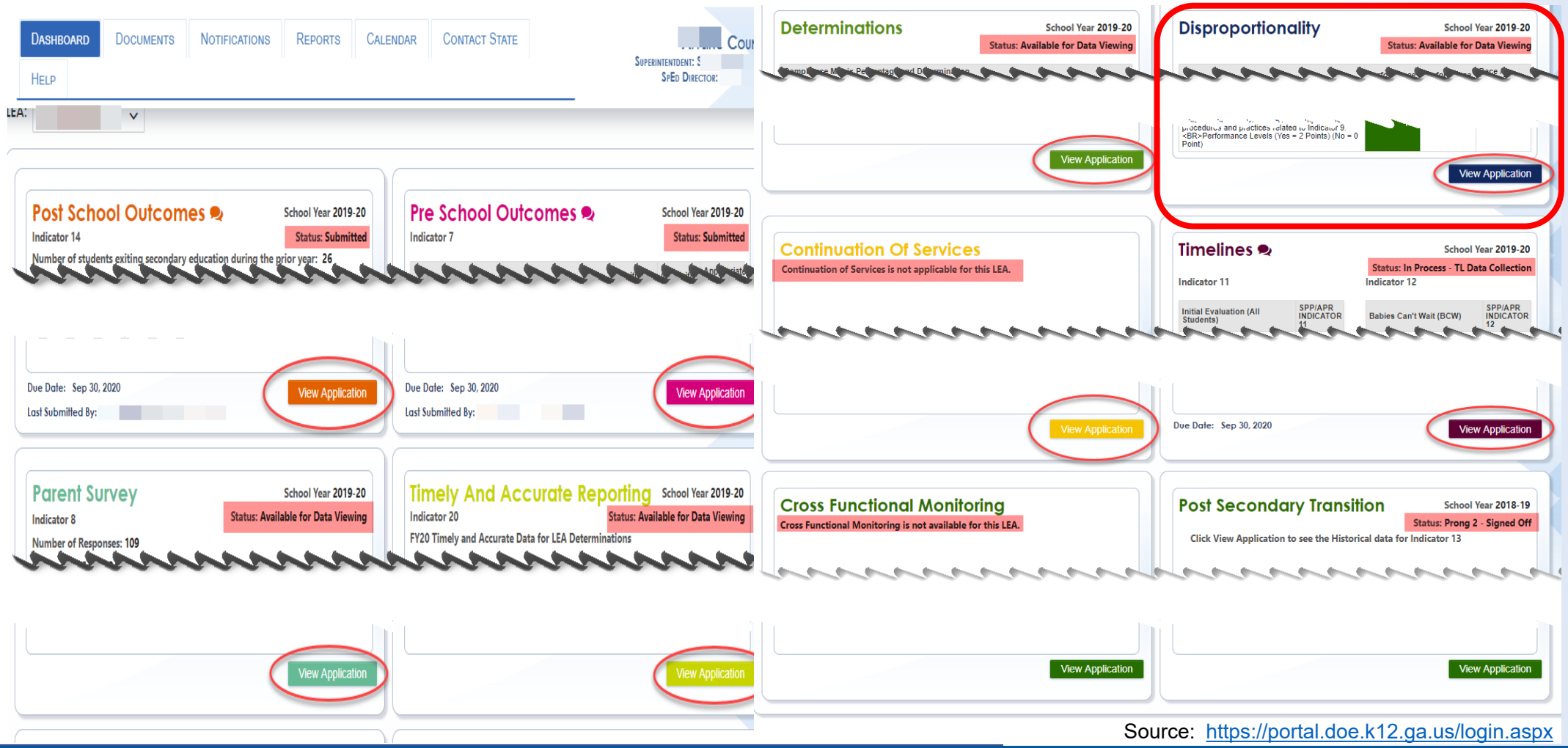
Kara.Waldron@education.ohio.gov

Let’s Hear From the States: Georgia

Georgia's Department of Education (DOE) Portal

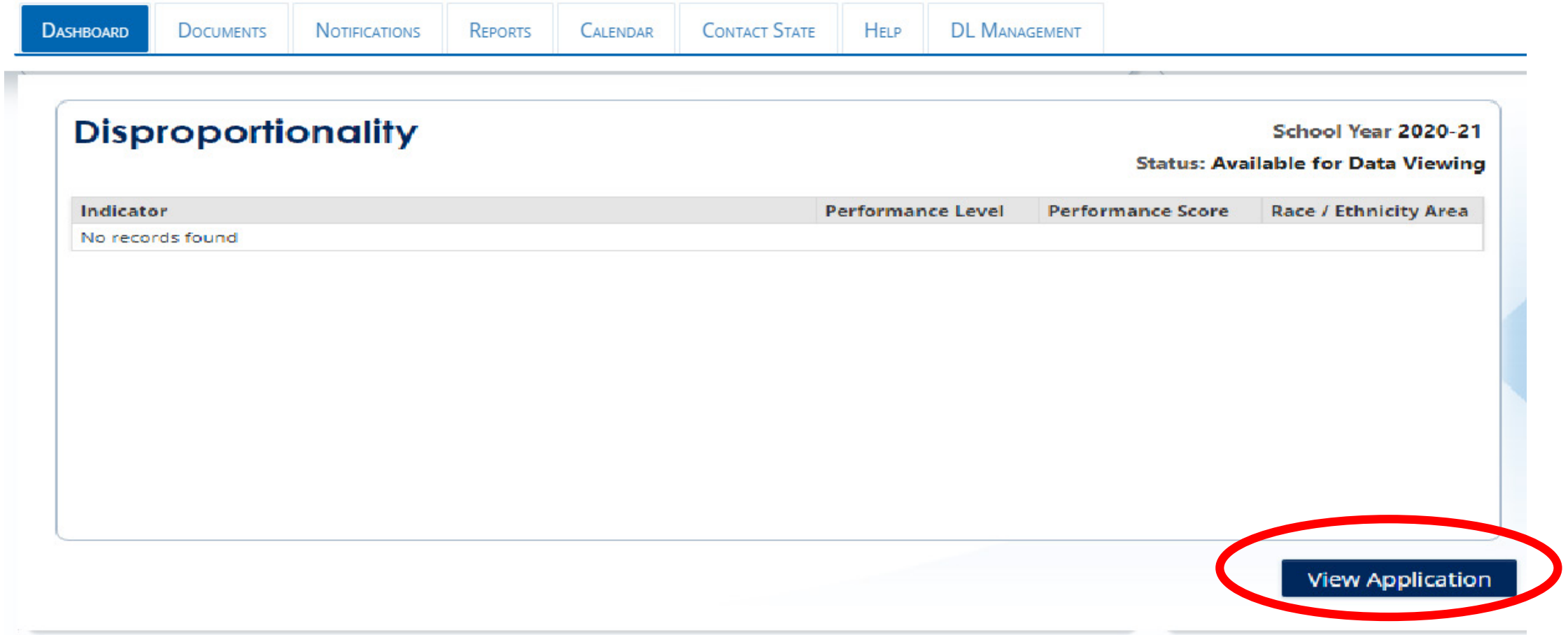
Source: https://portal.doe.k12.ga.us/login.aspx

Special Education Applications



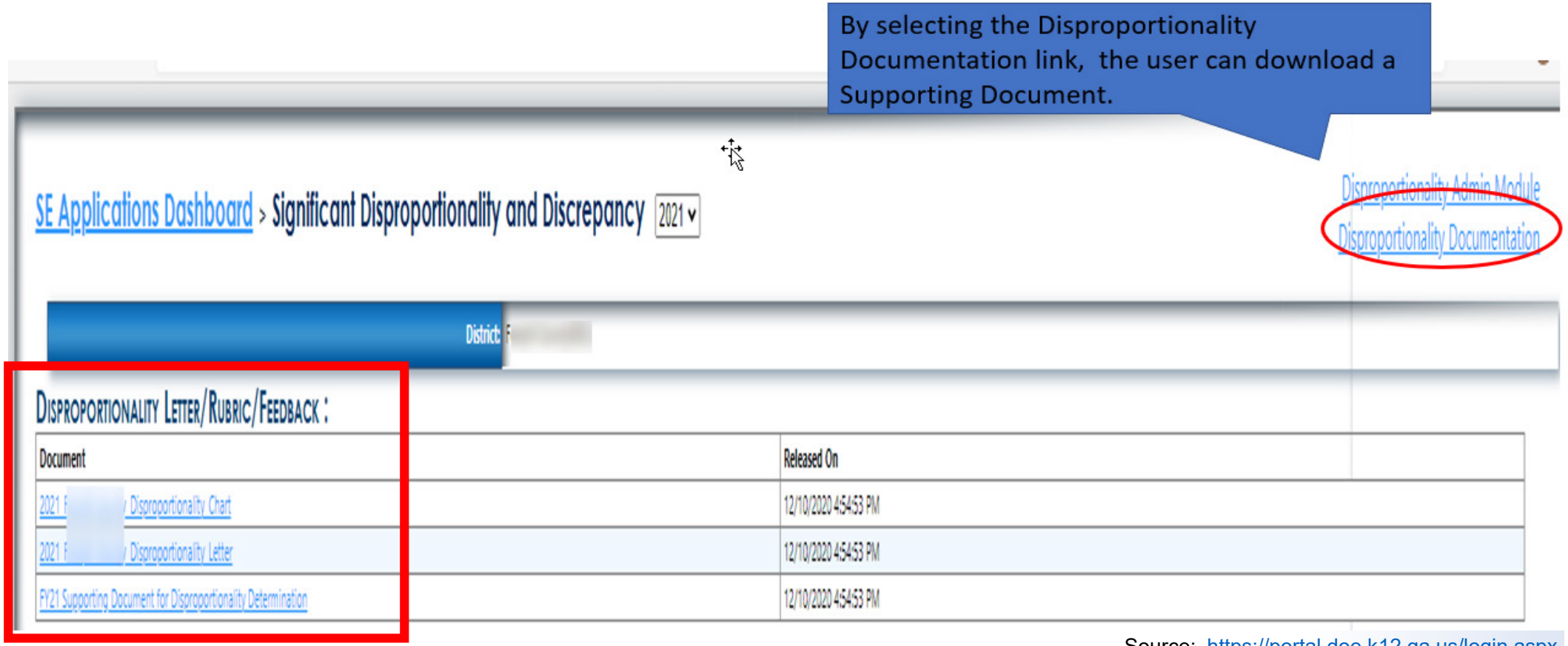
Source: https://portal.doe.k12.ga.us/login.aspx

Disproportionality Application



Source: https://portal.doe.k12.ga.us/login.aspx

Supporting Document in the Disproportionality Application



Source: https://portal.doe.k12.ga.us/login.aspx

FY21 Supporting Document for Disproportionality Determinations

Determination Areas	Category	Conditions with Consequences[a]	Examples/ Formula* (see formula key and notations p. 4)
Significant Disproportionality **Identification**	**ALL Disabilities**	**Risk Ratio (RR) ≥3.0 for FY19, FY20 and FY21 (3 years of data with RR ≥3.0)** The risk of identification as a student with a disability (SWD) for students in each racial/ethnic subgroup in the LEA compared to the risk of identification as a SWD for all other racial/ethnic subgroups in the LEA **or** the state risk**. **Children ages 3-21**	A Local Education Agency (LEA) has a RR of 3.0 for Black students identified as having a disability means that Black students, in the LEA, were 3 times MORE likely to be identified as having a Disability than all other racial/ethnic groups in the LEA. A. (# of children in a specific racial/ethnic group in LEA identified as SWD) ÷ B. (All children, same racial/ethnic group in LEA FTE1 enrollment) ——————————— C. (# of children in all other racial/ethnic groups in LEA identified as SWD) ÷ D. (All children, all other racial/ethnic groups in FTE1 LEA enrollment)
Significant Disproportionality **Identification**	**6 Disabilities** **-Autism** **-Emotional Behavioral Disorders** **-Intellectual Disabilities** **-Specific Learning Disabilities** **-Other Health Impaired** **-Speech Language Impairment**	**Risk Ratio (RR) ≥3.0 for FY19, FY20 and FY21 (3 years of data with RR ≥3.0)** The risk of identification as an SWD in a specific disability category (see column on left) for students in each racial/ethnic subgroup in the LEA compared to the risk of identification in a specific disability category for all other subgroups in the LEA **or** the state risk**. **Children ages 3-21**	An LEA has a RR of 3.0 for Hispanic students identified as having an Intellectual Disability means that Hispanic students, in the LEA, were 3 times MORE likely to be identified as having an Intellectual Disability than all other racial/ethnic groups in the LEA. A. (# of SWD in a specific racial/ethnic group in LEA in specific disability category) ÷ B. (All children, same racial/ethnic group in LEA FTE1 enrollment) ——————————— C. (# of SWD in all other racial/ethnic groups in LEA in specific disability category) ÷ D. (All children, all other racial/ethnic groups in LEA FTE1 enrollment)

Source: https://portal.doe.k12.ga.us/login.aspx

Selection Tabs in the Disproportionality Application

- **Selecting a specific tab opens a data table with 2 to 3 years of system data.**

Source: https://portal.doe.k12.ga.us/login.aspx

SWD Discrepancy - Indicator 4a | Race/Ethnicity Discrepancy - Indicator 4b | Significant Disproportionality - Total Disciplinary Removals | Significant Disproportionality - ISS ≤ 10 Days | Significant Disproportionality - ISS > 10 Days | Significant Disproportionality - OSS ≤ 10 Days

Significant Disproportionality - OSS > 10 Days | Significant Disproportionality - Identification | Significant Disproportionality - Placement | Disproportionate Representation

Significant Disproportionality - Total Disciplinary Removals

FY21 Determination

District	Race/Ethnicity	Total Disciplinary Removals	Cumulative SWD Enrollment	Risk Ratio
Dundee County	American Indian	0	0	0
Dundee County	Asian	0	0	0
Dundee County	Black	87	175	3.0322
Dundee County	Hispanic	2	15	0.1684
Dundee County	Pacific Islander	0	0	0
Dundee County	Two or More Races	3	20	0.5076
Dundee County	White	34	189	0.3727
State of Georgia	American Indian	80	499	0.517
State of Georgia	Asian	312	5237	0.189
State of Georgia	Black	43681	97504	2.0337
State of Georgia	Hispanic	9091	38238	0.7363
State of Georgia	Pacific Islander	43	200	0.6939
State of Georgia	Two or More Races	3369	9931	1.0995
State of Georgia	White	20275	96471	0.5632

***Data Source:** 2020 June SR Data Collection

FY20 Determination

District	Race/Ethnicity	Total Disciplinary Removals	Cumulative SWD Enrollment	Risk Ratio
Dundee County	American Indian	0	6	0
Dundee County	Asian	0	0	0
Dundee County	Black	75	168	4.3613

Source: https://portal.doe.k12.ga.us/login.aspx

Significant Disproportionality - OSS ≤ 10 Days

FY21 Determination

District	Race/Ethnicity	Student Count	Cumulative SWD Enrollment	Risk Ratio
Dundee County	American Indian	0	0	0
Dundee County	Asian	0	24	0
Dundee County	Black	425	3800	3.4543
Dundee County	Hispanic	10	200	0.3811
Dundee County	Pacific Islander	0	5	0
Dundee County	Two or More Races	9	52	0.6232
Dundee County	White	15	310	0.2373
State of Georgia	American Indian	20	499	0.5581
State of Georgia	Asian	80	5237	0.2094
State of Georgia	Black	10769	97504	2.3657
State of Georgia	Hispanic	1729	38238	0.5904
State of Georgia	Pacific Islander	9	200	0.627
State of Georgia	Two or More Races	721	9931	1.0124
State of Georgia	White	4471	96471	0.5272

***Data Source:** 2020 June SR Data Collection

FY20 Determination

District	Race/Ethnicity	Student Count	Cumulative SWD Enrollment	Risk Ratio
Dundee County	American Indian	0	14	0
Dundee County	Asian	0	29	0
Dundee County	Black	450	4020	3.0229
Dundee County	Hispanic	15	202	0.5141
Dundee County	Pacific Islander	0	6	0
Dundee County	Two or More Races	8	115	0.5304
Dundee County	White	20	350	0.2467

Source: https://portal.doe.k12.ga.us/login.aspx

Significant Disproportionality - Placement

FY21 Determination

Placement Environment	Race/Ethnicity	Environment Race/Ethnicity Count	District SWD Enrollment	Risk Ratio
Less Than 40 Percent in Classroom	Asian	2	7	1.4031
Less Than 40 Percent in Classroom	Black	15	100	0.9587
Less Than 40 Percent in Classroom	Hispanic	20	75	1.1363
Less Than 40 Percent in Classroom	Two or More Races	4	24	0.8076
Less Than 40 Percent in Classroom	White	24	124	0.9312
Separate Settings	Black	11	100	4.9745
Separate Settings	Two or More Races	1	24	1.8507

***Data Source:** 2020 October FTE1 Data Collection

FY20 Determination

Placement Environment	Race/Ethnicity	Environment Race/Ethnicity Count	District SWD Enrollment	Risk Ratio
Less Than 40 Percent in Classroom	Asian	2	7	1.2585
Less Than 40 Percent in Classroom	Black	22	115	0.9846
Less Than 40 Percent in Classroom	Hispanic	27	82	1.276
Less Than 40 Percent in Classroom	Two or More Races	4	30	0.572
Less Than 40 Percent in Classroom	White	26	126	0.882
Separate Settings	Black	15	115	5.1746
Separate Settings	Two or More Races	1	30	1.1822
Separate Settings	White	2	126	0.4943

***Data Source:** 2019 October FTE1 Data Collection

FY19 Determination

Placement Environment	Race/Ethnicity	Environment Race/Ethnicity Count	District SWD Enrollment	Risk Ratio
Less Than 40 Percent in Classroom	Asian	2	8	1.0924
Less Than 40 Percent in Classroom	Black	30	125	1.1875
Less Than 40 Percent in Classroom	Hispanic	35	111	0.9039
Less Than 40 Percent in Classroom	Two or More Races	5	33	0.6487
Less Than 40 Percent in Classroom	White	32	145	0.9522
Other Settings	Black	15	125	3.5361
Other Settings	Hispanic	1	137	0.2035
Other Settings	Two or More Races	1	33	1.0303
Other Settings	White	3	145	0.6428

***Data Source:** 2018 October FTE1 Data Collection

Source: https://portal.doe.k12.ga.us/login.aspx

Significant Disproportionality - Identification

FY21 Determination

Disability Area	Race/Ethnicity	Disability Count	District Enrollment	Risk Ratio
All Disabilities	American Indian	1	2	3.4286
All Disabilities	Asian	3		0.9327
Autism	White			0.9407
Emotional and Behavioral Disorder	Black	7		2.5275
Emotional and Behavioral Disorder	White	2		0.2018
Intellectual Disabilities	Black			3.8212
Intellectual Disabilities	Hispanic			0.8686
Intellectual Disabilities	White			0.3325

FY20 Determination

Disability Area	Race/Ethnicity	Disability Count	District Enrollment	Risk Ratio
All Disabilities	American Indian	1	2	3.3323
All Disabilities	Asian	2	19	0.6983
Autism	Black			1.6508
Autism	White			0.8506
Emotional and Behavioral Disorder	Black			2.1164
Emotional and Behavioral Disorder	White			0.1047
Intellectual Disabilities	Black			3.8629
Intellectual Disabilities	Hispanic			0.7279
Intellectual Disabilities	White			0.3325
Other Health Impairment	Black			1.981

FY19 Determination

Disability Area	Race/Ethnicity	Disability Count	District Enrollment	Risk Ratio
All Disabilities	Hispanic			0.918
All Disabilities	Pacific Islander			6.6627
All Disabilities	Two or More Races			0.3516
All Disabilities	White			0.5491
Autism	Black			1.987
Autism	White			0.8077
Emotional and Behavioral Disorder	Black			3.0972
Emotional and Behavioral Disorder	White			0.2043
Intellectual Disabilities	Black			4.7338

Source: https://portal.doe.k12.ga.us/login.aspx

Legend for Significant Disproportionality

Legend:	
	Significant Disproportionality (Risk Ratio ≥ 3.0 in same category, same racial/ethnic group for 3 consecutive years*: data reported in SR FY2018, FY2019, FY2020); **consequences imposed**
	Significant Disproportionality; (Risk Ratio ≥ 3.0 in same category, same racial/ethnic group for 1 year or 2 consecutive years*; FY2020 or FY2019 and FY2020); **consequences not imposed**
	Risk Ratio ≥ 3.0 for 3 consecutive years in same racial/ethnic group; data reported in SR FY2018, FY2019, FY2020)*; Cell size (OSS ≤ 10 days count) < 10 or N-size (cumulative SWD enrollment in racial/ethnic group) < 30; **not considered for Significant Disproportionality**

*NOTE: FOR FY21 DETERMINATIONS 1 YEAR OF DURATION AND TYPE DATA WILL BE USED, FY19; ONLY FY20 & FY21 DATA WILL BE CALCULATED USING THE DISCRETE CALCULATIONS (OSS ≤ 10 DAYS)

Risk Ratio Formula:

(# of SWD OSS ≤ 10 days in a specific racial/ethnic group in LEA) ÷ (cumulative SWD enrollment in same racial/ethnic group in LEA)

(# of SWD OSS ≤ 10 days in all other racial/ethnic groups in LEA) ÷ (cumulative SWD enrollment in all other racial/ethnic groups in the LEA)

Children 3-21 only

If the comparison group (all other races) cell size is < 10 or the n-size is < 30 the LEA is compared to the State (Alternate Risk Ratio).

Alternate Risk Ratio Formula:

(# of SWD OSS ≤ 10 days in a specific racial/ethnic group in LEA) ÷ (cumulative SWD enrollment in same racial/ethnic groups in LEA)

(# of SWD OSS ≤ 10 days in all other racial/ethnic groups in SEA) ÷ (cumulative SWD enrollment in all other racial/ethnic groups in the SEA)

Children 3-21 only

Source: https://portal.doe.k12.ga.us/login.aspx

Georgia Future Analysis

DASHBOARD | DOCUMENTS | NOTIFICATIONS | REPORTS | CALENDAR | CONTACT STATE | HELP | DL MANAGEMENT

SUPERINTEND
SPED DIRECTOR: E

ANNUAL PERFORMANCE SUMMARY | APPLICATION REPORTS | DATA ANALYSIS

Data Analysis - Ind 7 - Pre School Outcomes (LEA Trend and Analysis)

PreSchool Outcome Trend

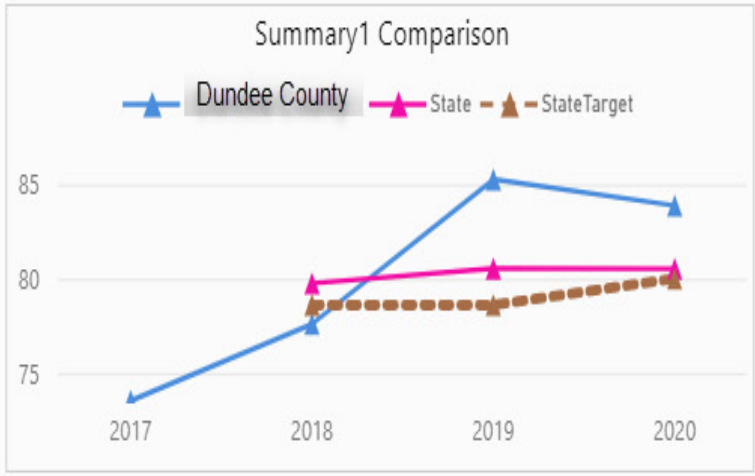
Summary

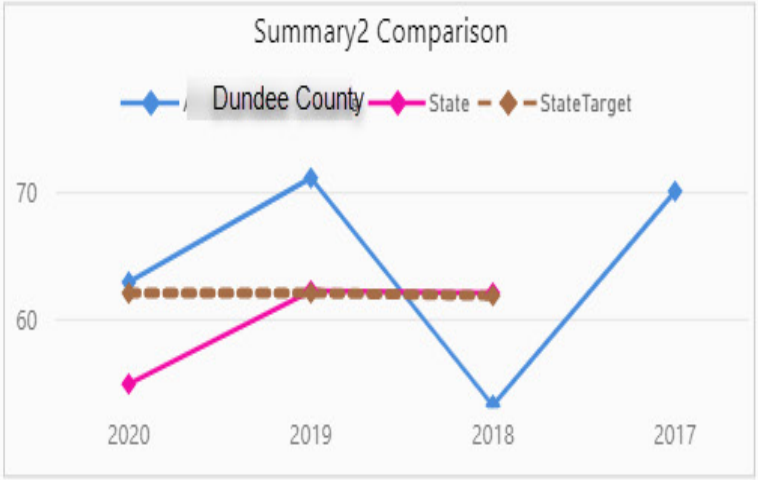
School Year
- Select all
- 2017
- 2018
- 2019
- 2020

System Name
Search
Select all

Outcome 1

Percent of preschool children aged 3 through 5 with IEP's who demonstrate improved: Positive social-emotional skills (including social relationships)





SchoolYear

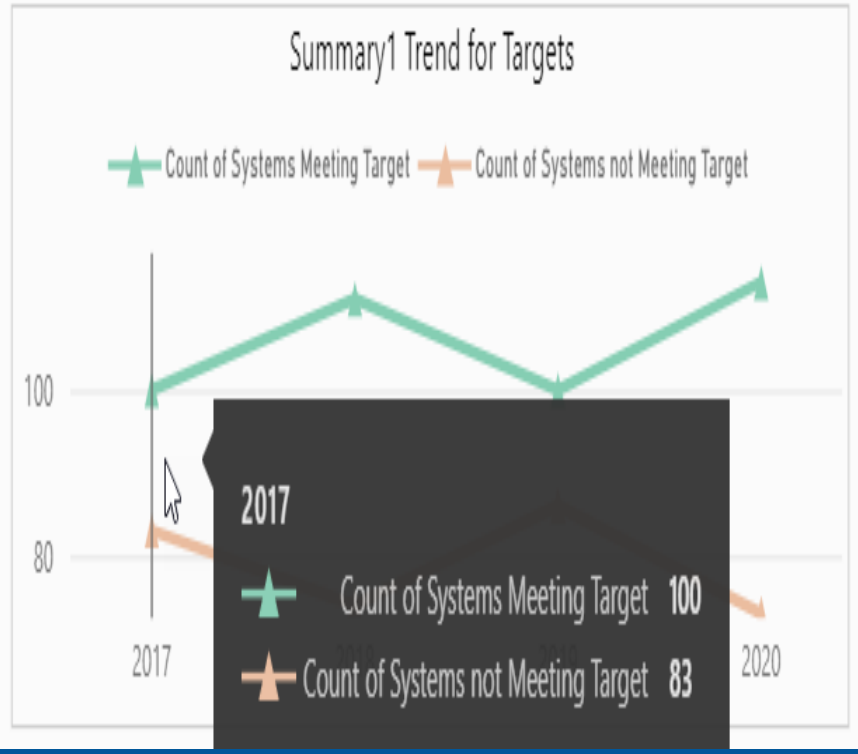
All

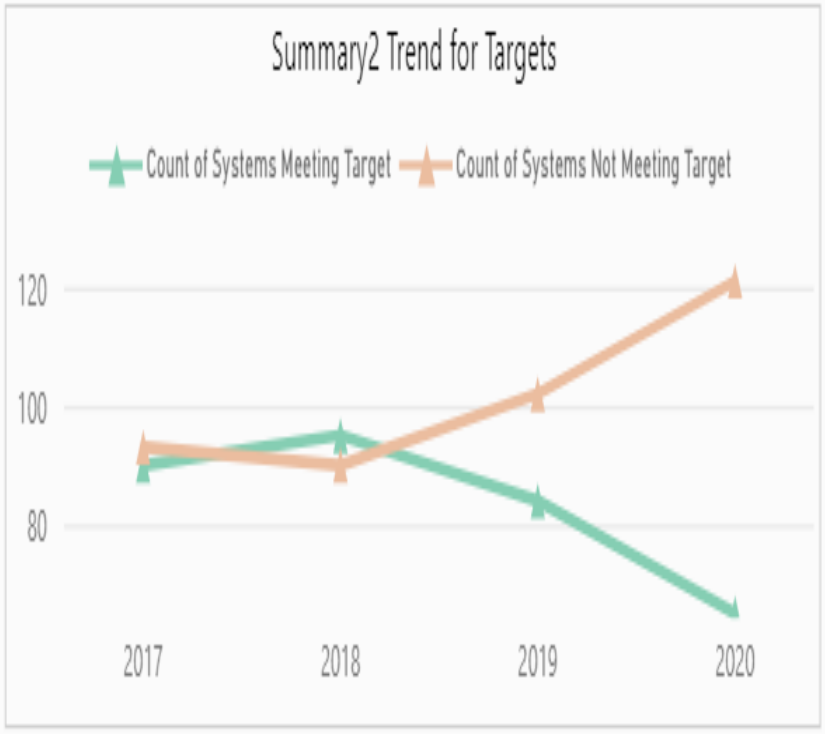
Preschool Outcome State Trend

Summary

Outcome 1

Percent of preschool children aged 3 through 5 with IEP's who demonstrate improved: Positive social-emotional skills (including social relationships)





Preschool Outcome Target Trend

SchoolYear: 2017 – 2020

GroupSize: A

Output Type: 1 / 2 / 3

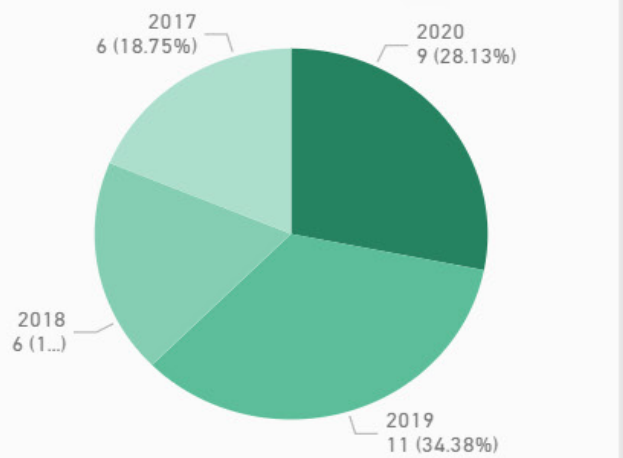
Summary Type: 1 / 2

Outcome 1 A. Positive social-emotional skills (including social relationships)

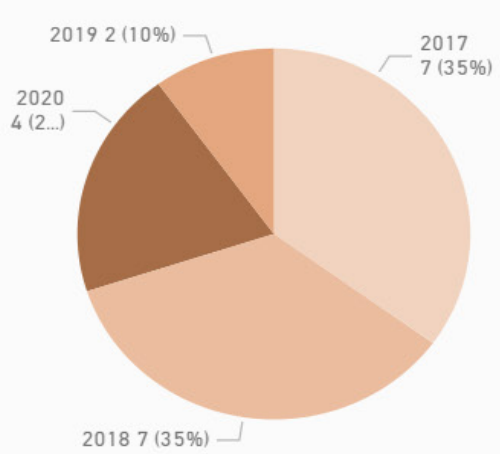
Summary 1 Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program

SystemName	Target Met	Outcome Type	Summary Statement Type
[redacted]	0	1	1
[redacted]	0	1	1
[redacted]	2	1	1
[redacted]	2	1	1
[redacted]	2	1	1
[redacted]	2	1	1
[redacted]	3	1	1
[redacted]	3	1	1
[redacted]	3	1	1
[redacted]	3	1	1
[redacted]	4	1	1
[redacted]	4	1	1
[redacted]	4	1	1

Systems Meeting Target by Year



Systems not Meeting Target by Year



Resources

Significant Disproportionality – Identification

General Supervision and Monitoring

Disproportionality (gadoe.org)

Data Presentations, Recordings, and Documents (gadoe.org)

Questions for Georgia?

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IDC Resources

IDC IDEA DATA CENTER | Collect, Report, Analyze, and Use High-Quality Part B Data

IDC Resources

- *Data Meeting Toolkit*
- *Part B Indicator Data Display Wizard*
- *Data Sources for Calculating Significant Disproportionality*
- *Success Gaps Toolkit*

Questions and Wrap-Up

Any Final Questions?

Contact Us

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For More Information

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