ii21 INTERACTIVE INSTITUTE 2021

BUILDING AND SUSTAINING A CULTURE OF HIGH-QUALITY DATA

The Equity Requirements of IDEA: To Align or Not to Align?

April 13–15, 2021

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

Westat®

Presenters

Joanna Bivins, IDEA Data Center

Nancy O'Hara, IDEA Data Center

Susan Veenema, Delaware Department of Education

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

Agenda

- Introductions

- Review of IDEA equity requirements

- Comparison walk-through and discussion

- Delaware share out

- Questions

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

Welcome and Introductions

Congratulations! You are still here for the last session on the last day!

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

IDEA Equity Requirements

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

ii21

Overview of IDEA Equity Measures

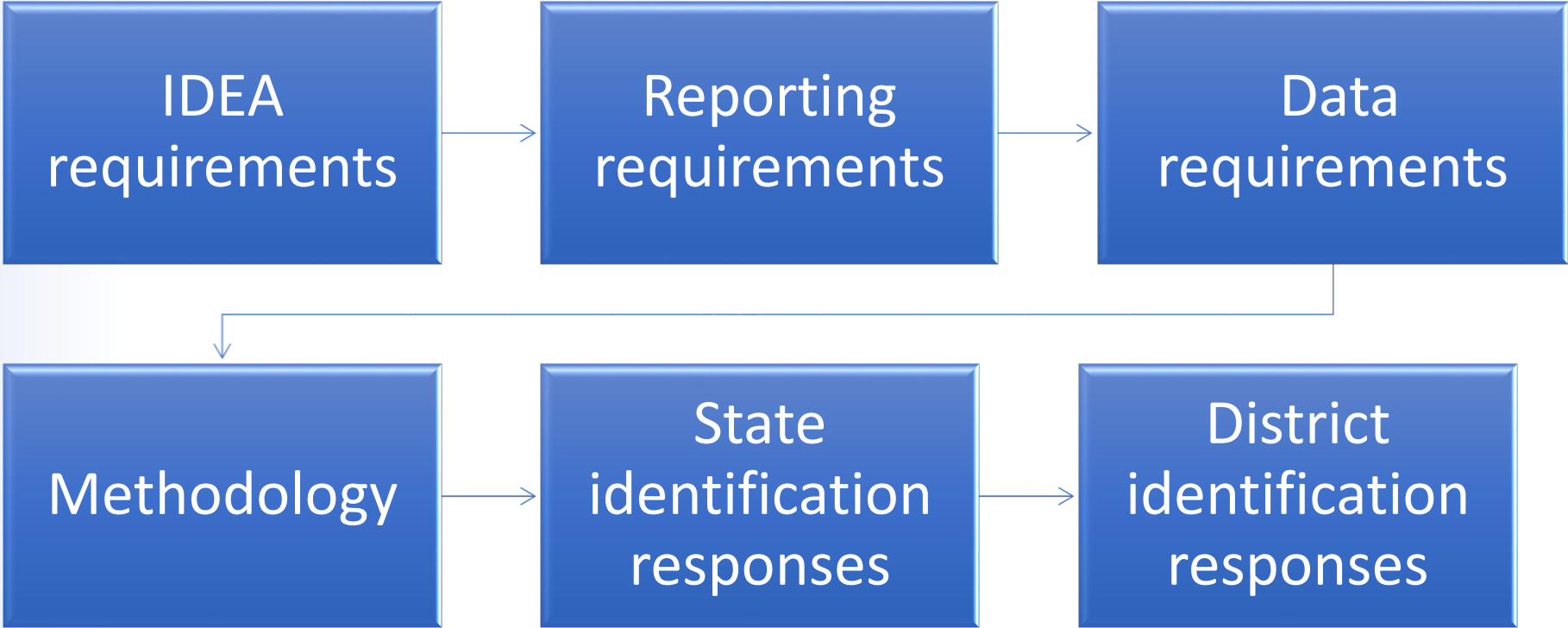| Disproportionate Representation (Indicators 9 and 10)	Significant Discrepancy (Indicators 4a and 4b)	Significant Disproportionality
Ind. 9: % of districts with disproportionate representation of racial/ ethnic groups in special education that is the result of inappropriate identification Ind.10: % of districts with disproportionate representation by specific disability category that is the result of inappropriate identification	Ind 4a: % of districts that have significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs. Ind. 4b: % of districts that have (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures, or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards	Determine whether significant disproportionality based on race/ethnicity is occurring with respect to 1. the identification of children as children with disabilities, including children with disabilities in accordance with particular impairments; 2. the placement of children in particular educational settings; and 3. the incidence, duration, and type of disciplinary actions, including suspensions and expulsions

Comparison Walk Through

IDC

IDEA DATA CENTER

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

Comparison Walk Through

ii21

```
IDEA          →  Reporting      →  Data
requirements     requirements      requirements
                                        │
                                        ↓
Methodology   →  State          →  District
                 identification    identification
                 responses         responses
```

Equity Requirements in IDEA

In what ways are the IDEA requirements similar? How are they connected? How are they different?

Age groups assessed	It depends on the indicator…some are similar…some vastly different
Why is age group 3-21 for identification and 6-21 for Indicator 9 and 10	
Grade Levels	Similar in that they all quantify different aspects of inequities in our systems…
Data pulled	They are similar in that they use the same or similar data sets. They are looking at the same or similar outcomes. They are different in that they are looking at the data in different ways
Comparison groups	

Significant discrepancy

Disproportionate identification

Significant disproportionality
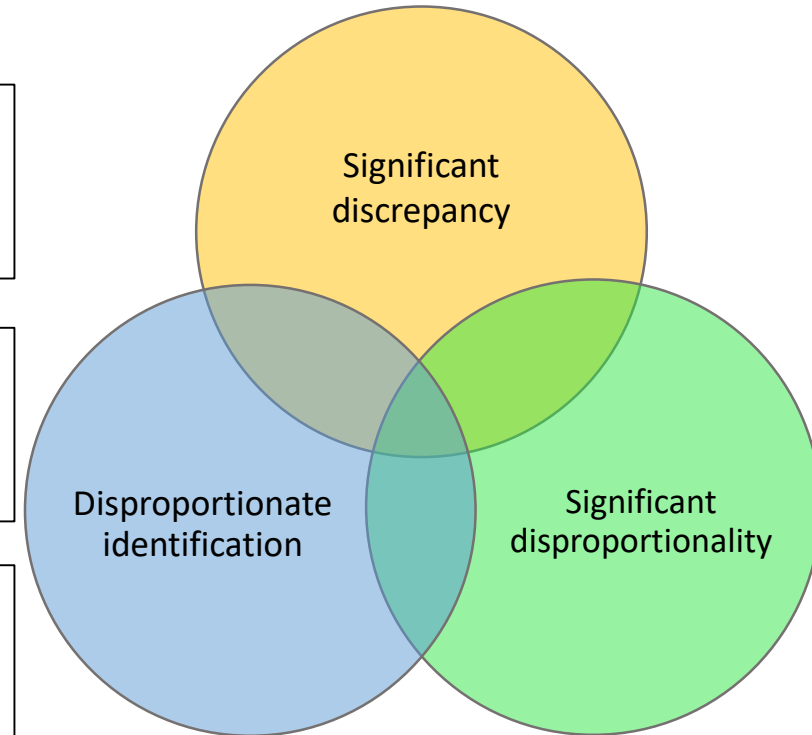
Calculation Data

Component	Indicators and Significant Disproportionality (SD)				
	4A	4B	9	10	SD
Minimum N Sizes	✓	✓	✓	✓	✓Presumptively reasonable if 30 or less
Minimum Cell Sizes	✓	✓	✓	✓	✓Presumptively reasonable if 10 or less
Calculation method	State selected	State selected, but not risk ratio	State selected	State selected	Risk ratio or alternate risk ratio
Threshold	Two comparison options, state selected	Two comparison options, state selected	State selected	State selected	Reasonable with stakeholder input
May use multiple years of data	✓	✓	✓	✓	✓
May use reasonable progress					✓
Lag data	✓	✓			✓Flexible for discipline-only

Do you align Part B Indicators 9 and 10 with the identification of significant disproportionality? Why or Why not?

- 3 participants answered "Yes"

- 8 answered "No"

- 1 answered "I'm not sure"

Stakeholder Engagement

Component	Indicators and Significant Disproportionality (SD)				
	4A	4B	9	10	SD
Stakeholder engagement requirement	Input is collected broadly as part of overall SPP/APR and Input on target setting	Input is collected broadly as part of overall SPP/APR; not specific to targets	Input is collected broadly as part of overall SPP/APR; not specific to targets	Input is collected broadly as part of overall SPP/APR; not specific to targets	Input on thresholds, cell size, n size, and reasonable progress

State Performance Plan/Annual Performance Report (SPP/APR)

Student Populations

Component	Indicators and Significant Disproportionality (SD)				
	4A	4B	9	10	SD
Ages 3-21	✓	✓			✓ For discipline and identification
Ages 6-21 (including age 5 enrolled in kindergarten)			✓	✓	✓ For placement only
By racial and ethnic group		✓	✓	✓	✓ For discipline, identification, and placement
By total students with disabilities	✓				✓ For identification only
By disability category				✓	✓ For identification only

District Discipline Data

Component	Indicators and Significant Disproportionality (SD)		
	4A	4B	SD
For all students with disabilities			
Out-of-school suspensions and expulsions of more than 10 days	✓		
For each of the racial and ethnic groups			
Out-of-school suspensions and expulsions of 10 days or fewer			✓
Out-of-school suspensions and expulsions of more than 10 days		✓	✓
In-school suspensions of 10 days or fewer			✓
In-school suspensions of more than 10 days			✓
Disciplinary removals in total			✓

You cannot really align the calculation of Indicators 4a and 4b with the discipline measures of significant disproportionality. Is that confusing to your stakeholders?

- 11 answered "Yes"
- 0 answered "No"
- 2 answered "I'm not sure"

IDC

IDEA DATA CENTER

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

District Identification Process

Component	Indicators and significant disproportionality (SD)				
	4A	4B	9	10	SD
One prong process based on data calculations only	✓				✓
Two prong process for district identification (data + policy, procedure, practice review)		✓	✓	✓	
Policy, procedure, practice review for compliance and corrective action required	✓	✓	✓	✓	✓

How do you align the timing of notification and subsequent requirements?

Create a schedule early

Give proper notice of deadlines

Get feedback on what's worked and go from there for planning

Don't ask for data that isn't available

Condense notifications

Align to available data

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

How do you align the review of policies, procedures, and practices?

We start with the same bank of questions for the PPP review and then tailor the review to each individual identification

We don't have alignment

Bring key players in to talk together about alignment

We have made changes in processes and deadlines to ensure that all reviews are done in the same school year that notifications go out

There currently isn't any alignment between the indicators and significant disproportionality

Not really aligned

What do you require for your policy, procedure, and practice review?

State and District Response

| Component	Indicators and significant disproportionality (SD)				
	4A	4B	9	10	SD
District:					
Correct any noncompliance identified through the review of policies, procedures, or practices	✓	✓	✓	✓	✓
Publicly report on the revisions to policies, practices, and procedures					✓
Set aside 15 percent of their IDEA funds for CCEIS					✓
State:					
Ensure districts correct any noncompliance identified through the review of their policies, procedures, and practices	✓	✓	✓	✓	✓
Report on the correction of noncompliance	✓	✓	✓	✓	✓

Summary of Alignment Options

The following elements could be aligned

- Thresholds

- Determination time frames (notifications)

- Review of policy, procedures, and practices

- Calculation methodology of Indicators 9 and 10, and Significant Disproportionality

- District action plans

- Cell size and n size

- Other

What is currently aligned in your state?

- Thresholds
- Determination time frames (notifications)
- Review of policy, procedures, practices
- Calculation of Indicators 9 & 10 and Significant Disproportionality
- District action plans
- Cell size and n size
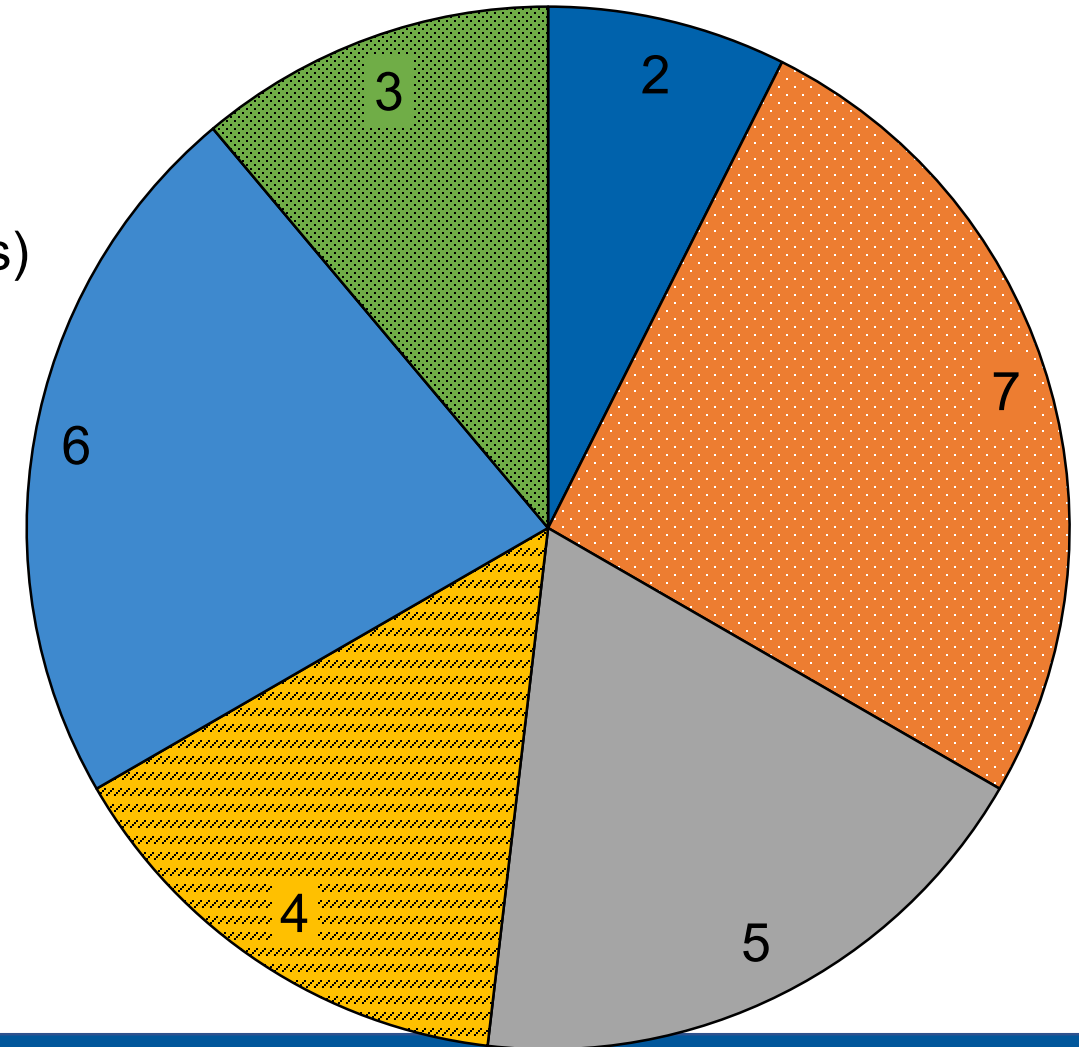
Do you plan to adjust your alignment with the new SPP/APR package? Why or why not?

- 3 answered "Yes"

- 2 answered "No"

- 4 answered "I don't know"

Delaware Share Out

IDC — IDEA DATA CENTER

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

What concerns do you or stakeholders have about aligning items?

How can you create something that aligns but is still fluid?

The warning system should allow for changes to prevent long term impacts

Knowing is the first part but there needs to be an action plan

Do we have to align?

They are aligned, but we're still having trouble explaining it

Differences mean it can't be aligned

Don't want to identify using alternate rate if not required

What happens after identifying the warnings?

Not sure our conversations will be open and honest

Annoying that sig dis includes 3 to 21 while 9 & 10 start at age 6

Annoying that sig dis includes 3-5 year olds, but 9 & 10 don't

What questions do you anticipate stakeholders having?

What does this data mean?

Why are you trying to change the state definitions so that you identify more LEAs?

How do I replicate the data?

What's my role as a stakeholder?

What is the next step now that we know this?

How do we define equity?

What resources do we need to change the results?

Why?

What are we missing?

Will this help identify more districts?

Are we doing what's best for kids?

All of this is new to our stakeholders, so it was good to start them off with an aligned system. It's all hard to explain and implement, but it feels as coherent as it an be

What does this mean for me?

Discussion Question

Any questions or discussion?

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

Resources

- *Equity Requirements in IDEA*

- *Navigating the FFY 202025 SPP/APR? These IDC Resources Can Help*

- *FFY 2020–2025 SPP/APR Stakeholder Requirements*

- *Templates for Part B SPP/APR Stakeholder Involvement and Target Setting*

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

Contact Us

- Joanna Bivins, JoannaBivins@Westat.com
- Nancy O'Hara, Nohara@Wested.com
- Susan Veenema, Susan.Veenema@doe.k12.de.us

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