



# Illinois State Board of Education

100 North First Street • Springfield, Illinois 62777-0001  
www.isbe.net

James T. Meeks  
Chairman

Tony Smith, Ph.D.  
State Superintendent of Education

## IDEA Part B State Performance Plan: Indicators 9 - 10

### Frequently Asked Questions

May 4, 2018

**1. Since my district received a disproportionality identification letter, does this mean the district will receive a finding?**

It is important to note that an identification of disproportionality does not necessarily mean there will be a finding. Findings are made as a result of the analysis of the self-assessment.

**2. When is my district's Indicator 9 - 10 self-assessment or status report due to ISBE?**

The status report for districts with continuing disproportionality identification is due May 16, 2018.

The self-assessment for districts with a new disproportionality identification is due May 23, 2018. Any letter for newly identified disproportionality identification that carried forward the May 16 date in the text should follow the May 23 date in the letter's timeline chart.

Completed self-assessments should be submitted electronically as an email attachment to [SPP9&10@isbe.net](mailto:SPP9&10@isbe.net)

**3. Why does the enrollment data not appear to match?**

The Illinois State Board of Education (ISBE) uses the Fall Enrollment student count as of October 1 which is adjusted to exclude students between the ages of 3 and 5 and compensates for two student population groups: (1) students who are not enrolled in a public school but are receiving special education services, and (2) student movement occurring between the Fall Enrollment student count as of October 1 and the special education pupil count taken December 1. It is also important to note that general enrollment data comes from the SIS enrollment table, provides a student count by race, and removes children placed by the courts in orphanages.

The adjusted Fall Enrollment counts may, therefore, not match ISBE's published Fall Enrollment count or the LEA profiles.

**4. Why did my district receive an LEA Determination letter saying it met for Indicators 9 and 10, and also a letter requiring a self-assessment because of disproportionality?**

To determine disproportionate representation, ISBE analyzes three years of data from annual Fall Housing and December Special Education Child Count (FACTS) reports, as submitted and verified by local districts. The criterion for disproportionate representation is a calculated risk ratio of 3.0 or higher resulting in overrepresentation for a particular racial/ethnic group for three consecutive years. The LEA Determination and the discrepancy identification, however, are the result of separate analyses based on data from different school years:

- The LEA Determination letter for 2016-2017 which districts recently received included the three-year Indicator 9 - 10 cycle of the 2013-2014, 2014-2015, and 2015-2016 school years.
- The discrepancy identified in the Indicator 9 - 10 letter districts received was for the three-year Indicator 9 - 10 cycle of the 2014-2015, 2015-2016, and 2016-2017 school years.

If in this year (2017-2018), there is a finding for Indicator 10, then the LEA Determination letter you receive next school year (2018-2019) for this school year (2017-2018) will reflect the finding.

**5. How does ISBE decide to use the alternate risk ratio rather than the weighted risk ratio?**

ISBE uses a weighted or an alternate risk ratio method to calculate disproportionality in the identification of students as eligible for special education overall and by disability category for each of the seven racial/ethnic groups.

- A weighted risk ratio method is used for districts in which there are at least 10 students in the racial/ethnic group in question eligible for special education overall or within a particular disability category and at least 10 students in the comparison group (all other races/ethnicities in the total school enrollment, including students with and without IEPs).
- An alternate risk ratio method is used for districts in which there are at least 10 students in the racial/ethnic group in question eligible for special education overall or within a particular disability category but fewer than 10 students in the comparison group (all other races/ethnicities in the total school enrollment, including students with and without IEPs). The alternate risk ratio is a requirement of the Office of Special Education Programs (OSEP) when the comparison group has fewer than 10 students.

**6. What does it mean if I have disproportionality for a racial/ethnic group if I only have that group in my district?**

Indicator 10 disproportionality goes beyond the percentage of students eligible for special education in that it addresses the likelihood that students of a particular race/ethnicity will be identified as eligible for special education in a disability category within your district. States are required to use the alternate risk ratio when calculating disproportionate representation for districts that do not meet the criteria for a weighted risk ratio; this is often the case when a district is largely populated by one particular ethnic group. An alternate risk ratio adjusts for the limited district variability in the racial/ethnic composition of the comparison group and utilizes statewide data for comparison instead.

**7. Who should I contact for additional questions or support?**

Please reach out to ISBE's Division of Special Education Services at 217/782-5589. You may also access this information on the ISBE website at <https://www.isbe.net/Pages/Special-Education-Disproportionality-Tools-and-Resources.aspx>