

IDEA (Individuals with Disabilities Education Act) Part B State Performance Plan: Indicators 9 and 10

Frequently Asked Questions

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 Indicator9 -10 self-assessment or status report due to ISBE?

The status report for districts with continuing disproportionality identification is due no later than July 1. The self-assessment for districts with a new disproportionality identification is due July 1. Completed self-assessments should be submitted electronically as an email attachment to 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 (5 year olds who are not enrolled in kindergarten) 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 (Student Information Systems) 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. 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.

5. 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.

6. Who should I contact for additional questions or support?

Please reach out to ISBE's Department of Special Education 217-782-5589 or email SPP9&10@isbe.net