



Determining Disproportionality in Special Education

Illinois State Board of Education
Special Education Services Division
April 2018

(For FY18 – 2016-2017 School Year Data)



Topics of this Presentation

- Definition of Disproportionality
- ISBE's Process for Determining Disproportionality
- Next Steps for Districts and ISBE
- Significant Disproportionality



What is Disproportionality in Special Education?

- Involves comparisons by race or ethnicity between groups of students identified as eligible for special education services
- Disproportionate Representation in Special Education =
Students from a particular racial or ethnic group identified at a greater rate than all other racial/ethnic groups



Illinois' Definition of Disproportionality

- Students in a particular racial/ethnic group (i.e., Asian, Black, Hispanic, Native American, *Native Hawaiian or Other Pacific Islander*, White, or *Two or More Races*)
- Being at a considerably greater risk of being identified as eligible for special education and related services
- Overall or by disability category (i.e., Speech/Language, Specific Learning Disability, Emotional Disability, Intellectual Disability, Autism and Other Health Impairment)
- Than all other racial/ethnic groups enrolled either in the district or in the state

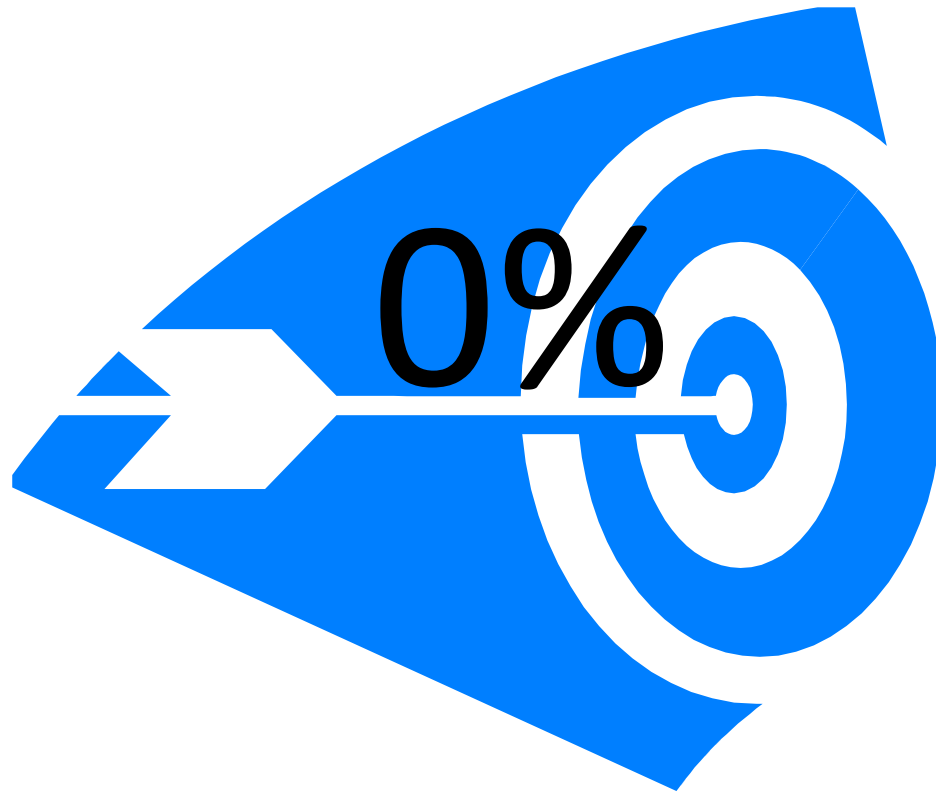


State Performance Plan Indicators 9 & 10: Disproportionality

- **Indicator 9:** Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services overall *that is the result of inappropriate identification*
- **Indicator 10:** Percent of districts identified with disproportionate representation of racial and ethnic groups in specific disability categories *that is the result of inappropriate identification*



SPP Measurable & Rigorous Performance Target





ISBE's Process to Determine Disproportionality

- Analysis of preceding 3 years' Fall Enrollment data and December Special Education Child Count
- Calculate weighted or alternate risk ratio
- Illinois' Criterion for Determining Disproportionate Representation
 - Weighted or alternate risk ratio of 3.0 or greater for a particular racial/ethnic group for three consecutive years



Comparison Group (Weighted Risk Ratio)

- **Definition:**

- All other racial/ethnic groups enrolled in the district

- **Example:**

- To calculate a district's weighted risk ratio for *Hispanic* students eligible for special education overall, comparison group would be:

- All non-Hispanic (Asian, Black, Native American, Native Hawaiian or Other Pacific Islander, White and Two or More Races) students enrolled in the district



Weighted Risk Ratio

- At least **10** students in the racial/ethnic group in question who are eligible for special education overall or within a particular disability category and
- At least **10** students in the comparison group enrolled in the district



Alternate Risk Ratio

- At least **10** students in the racial/ethnic group in question who are eligible for special education overall or within a particular disability category and
- Fewer than **10** students in the comparison group enrolled in the district



What does this mean for districts?

- ISBE notifies districts with disproportionality based on risk ratio calculations,
- BUT calculated risk ratio alone not sufficient to determine if disproportionality is due to inappropriate identification. THEREFORE...
- Districts conduct self-assessment activities, including data analysis and review of policies, procedures and practices, and submit documentation to ISBE.





How to Complete the Self-Assessment

- “Special Education Disproportionality District Self- Assessment” is posted on the ISBE website at <https://www.isbe.net/Pages/Special-Education-Disproportionality-Tools-and-Resources.aspx>
- For newly identified districts and districts identified for 4 consecutive years
- Districts assemble a team to complete self-assessment
- Submit electronically to spp9n10@isbe.net by **May 23, 2018**



How to Complete the Self-Assessment (continued)

Self-Assessment Focus Areas

1. Curriculum and Instruction
2. Child Find
3. Initial Evaluation & Re-evaluation
4. Eligibility Determination
5. Individualized Education Program



What does this mean for districts? (continued)

- ISBE reviews district documentation, with district data, to determine if disproportionality is due to inappropriate identification
- ISBE notifies districts of determination
- Districts with inappropriate identification must develop and implement an Improvement Plan, with support from ISBE
- Noncompliance must be corrected within one year of notification, i.e., June 2019.





Timelines

Task	Timeline
District documentation (self-assessment) submitted to ISBE	By May 23, 2018
District documentation (status report) submitted to ISBE	By May 16, 2018
District notification of ISBE's determination re: disproportionality is or is not due to inappropriate identification	June 2018
District improvement plans submitted to ISBE (via format specified by ISBE)	Fall 2018
District improvement plan initial implementation	Fall 2018
District correction of noncompliance associated with inappropriate identification	Will vary by district
ISBE monitoring of improvement plan & provision of technical assistance	Will vary by district



ISBE Resources & Contacts Information

Resources:

<https://www.isbe.net/Pages/Special-Education-Disproportionality-Tools-and-Resources.aspx>

Contacts:

Springfield Office (217-782-5589):

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