



Significant Disproportionality What is it?

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Supporting Schools and Students to Achieve

SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

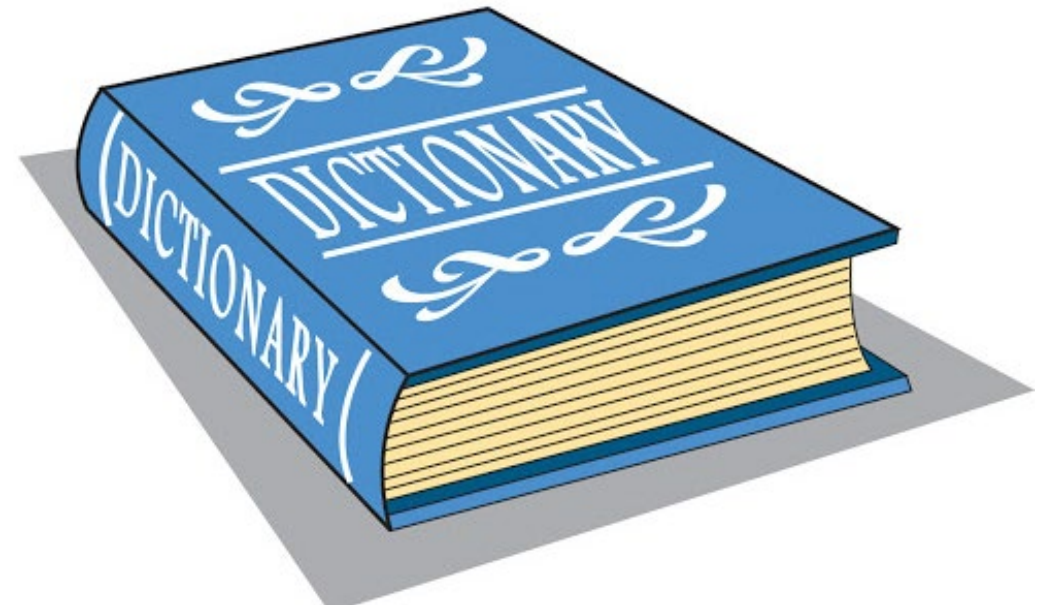
Definition: Significant Disproportionality



IDEA Section 618(d) requires states to make determinations on significant disproportionality.

States are required to determine whether each LEA has significant disproportionality based on race or ethnicity in these areas:

- **Identification**
- **Placement**
- **Disciplinary Actions**



Equity in Special Education- Significant Disproportionality



Check out this special page:



[Link to Significant Disproportionality Module Series](#)

[Equity in Special Education - Link to the ITC](#)

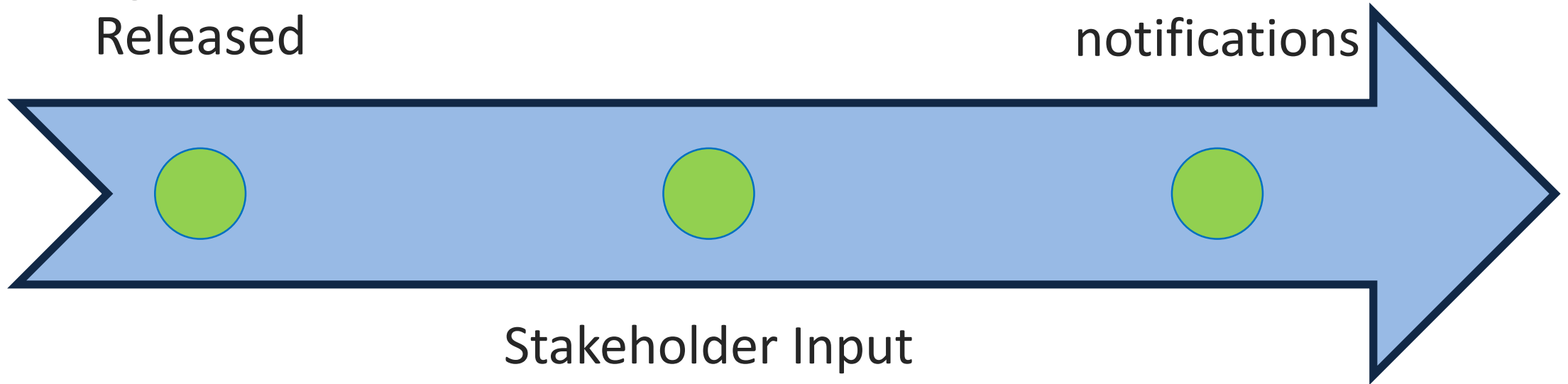


Regulations & Implementation



2016 New
Regulations
Released

2019 Idaho
issues
notifications



Stakeholder Input
Received and Areas of
Flexibility Established

Importance and Current Context



“Children with disabilities are often disproportionately and unfairly suspended and expelled from school and educated in classrooms separate from their peers. Children of color with disabilities are overrepresented within the special education population, and the contrast in how frequently they are disciplined is even starker.”

[Module 1 Link](#)



Impacts of Disproportionality



- Missed opportunities for exposure to rigorous curriculum
- Lower expectations
- More racial separation in classrooms
- Students who are suspended or expelled more likely to be held back, drop out or enter juvenile justice system

Areas of Flexibility



10 Reasonable minimum cell size

30 Reasonable minimum n-size

3 Reasonable threshold

3 Number of years of analysis

... Reasonable Progress

[Areas of Flexibility Video](#)

Data Sources and Collection Windows



- **Identification**

- Data Sources: Child Count and Membership
- 2018-19, 2019-20, 2020-21

- **Placement**

- Data Sources: LRE Categories Compared to Child Count grade K- age 21
- 2018-19, 2019-20, 2020-21

- **Discipline**

- Data Sources: Disciplinary Action File and Child Count
- 2017-18, 2018-19, 2019-20



Reports









- Three years of data listing ratios for each category of analysis – 98 categories per year

Categories	Hispanic/Latino of any race	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more races
1. All Exceptionality Categories	1.17	1.85	0.70	1.13	0.87	0.84	1.07
2. Intellectual disabilities	1.82	2.48	1.02	2.36	1.52	0.53	0.86
3. Specific learning disabilities	1.78	1.89	0.42	1.21	1.02	0.61	0.83
4. Emotional disturbance	0.75	1.97	0.00	1.75	0.00	1.06	1.64
5. Speech or language impairments	1.06	2.04	0.70	0.55	0.65	0.94	1.02
6. Other health impairments	0.84	1.49	0.51	1.26	0.72	1.11	1.12
7. Autism	0.78	1.35	0.95	0.97	0.00	1.13	1.35

How it's Calculated – Risk Ratio







999 EXAMPLE DISTRICT 1

Identification-Specific Learning Disability-Hispanic/Latino	2018-2019	2019-2020	2020-2021
Number of Hispanic students identified in the LEA	 9	 36	 42
Total number of Hispanic students enrolled in the LEA	737	754	782
Rate	0.0122	0.0477	0.0537
Number of non-Hispanic students identified in the LEA	29	 22	 14
Total number of non-Hispanic students enrolled in the LEA	735	752	788
Rate	0.0395	0.0293	0.0178
Risk Ratio	0.00	1.63	 3.02

How it's Calculated-Alternate Risk Ratio








998 EXAMPLE DISTRICT 2

Discipline-All Discipline-American Indian	2017-2018	2018-2019	2019-2020
Number of disciplinary actions for American Indian students with disabilities in the LEA	 7	 10	 13
Total number of American Indian students with disabilities in the LEA	31	29	31
Rate	0.2258	0.3448	0.4194
Number of disciplinary actions for non-American Indian students with disabilities in the LEA STATE	11	11	 7
Total number of non-American Indian students with disabilities in the LEA STATE	35	35	35
Rate	0.3143	0.3143	0.2000
Risk Ratio	0.00	0.00	

How it's Calculated-Alternate Risk Ratio



998 EXAMPLE DISTRICT 2

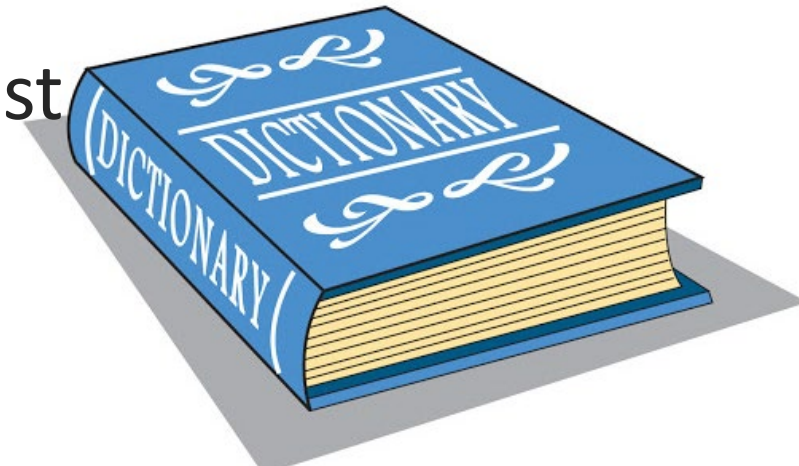
Discipline-All Discipline-American Indian	2017-2018	2018-2019	2019-2020
Number of disciplinary actions for American Indian students with disabilities in the LEA	 7	 10	 13
Total number of American Indian students with disabilities in the LEA	31	29	31
Rate	0.2258	0.3448	0.4194
Number of disciplinary actions for non-American Indian students with disabilities in the STATE	11	11	 3438
Total number of non-American Indian students with disabilities in the STATE	35	35	35104
Rate	0.3143	0.3143	0.0979
Risk Ratio	0.00	0.00	 4.28

Reasonable Progress Defined



1. LEA meets or exceeds the threshold for significant disproportionality;
 - Risk ratio (alternate risk ratio) of 3 or greater;
 - Three consecutive years;
2. Two consecutive years of reduction in risk ratio (alternate risk ratio) with a total reduction of 15% or more from the first year of analysis;
3. LEA's risk ratio (alternate risk ratio) for the most recent year of analysis may not exceed 5.

[Link to modules](#)



Tools, Timelines and Support



Module 5: Requirements and Tools for LEAs



Comprehensive Coordinated Early Intervening Services (CCEIS)



If formally identified with significant disproportionality (year 3 or 3+ of identification) the LEA **MUST**:

- set aside 15% of IDEA Part B funds
- publicly report on the revision of policies, practices and procedures
- develop activities addressing factors contributing to significant disproportionality
 - cannot be used exclusively for students with disabilities.



CCEIS Accountability & Transparency



Funding committed to CCEIS is:

1. Budgeted (within your general ledger).
2. Reported through IDEA Part B and Preschool Application.
3. Monitored by the Special Education Funding & Fiscal Accountability team.



Fiscal Requirements for CCEIS



LEA's develop a CCEIS Plan, which must be accompanied by a narrative for the activities planned and approved by the SDE to address the significant disproportionality.



Fiscal Requirements for CCEIS



The funds set aside:

- Cannot be used to supplant any existing funded activities at the LEA level,
- Must be used for CCEIS that address the factors contributing to the Significant Disproportionality,
- Can be used for children with and without disabilities, ages 3 through 21, and
- Cannot be limited to children with disabilities.



Fiscal Requirements for CCEIS Continued



The LEA Tracking & Account and LEA Data forms must include:

- The amount spent and the number of students who received CCEIS.
- The number of students provided CCEIS who subsequently received special education services under Part B.



Budgeting in the IDEA Part B Application



Comprehensive Coordinated Early Intervening Services (CCEIS)

2021-2022

2020-2021

Save

The LEA is required to use 15% of its School Age allocations and 15% of its Preschool allocations of IDEA Part B funds for CCEIS. Please complete the Plan Narrative below.

Budget Type *	CCEIS Budget Amount
School Age	\$140,224
Preschool	\$6,203
ARPA School Age	\$30,534
ARPA Preschool	\$2,695

* Preschool amounts may only be used for students in Kindergarten

CCEIS Plan Narrative:

(The plan provided here must be detailed and in alignment with the allowable uses of Part B funds for CCEIS and Suggested Activities.)

1. Pre-K-Professional development, coaching, and programmatic support. This includes purchase of curriculum, coaching, and paying staff to participate in academic, social emotional, and de-escalation skills training.

2. Contract and/or hire 2 part-time Behavioral Specialists to support students with behavioral

Reporting CCEIS Expenditures in the IDEA Part B Application



IFARMS Obj. Code	Description	Amount Budgeted	Amount Expended as of 6/30/2021
521-100	Salaries - Teachers and Aides	\$560,399	\$0
521-200	Benefits - Teachers and Aides	\$235,751	\$0
521-300	Purchased Services	\$0	\$0
521-400	Supplies	\$0	\$0
521-500	Capital Objects	\$0	\$0
616-100	Salaries - Related Service Personnel	\$0	\$0
616-200	Benefits - Related Service Personnel	\$0	\$0
616-300	Purchased Services	\$0	\$0
616-400	Supplies	\$0	\$0
616-500	Capital Objects	\$0	\$0
	Professional Development	\$0	\$0
	Charter School Sub-allocation	\$0	\$0
	Comprehensive Coordinated Early Intervening Services <i>Please attach CCEIS/CEIS detailed expenditure report by object code</i> Add File	\$138,917	\$0
	Schoolwide	\$0	\$0
	Private School Proportionate Share <i>Please attach Private School Proportionate Share detailed expenditure report by object code</i> Add File	\$15,227	\$0
	Private School Proportionate Share Carryover <i>not included in totals</i>	\$8,388	\$0
	Indirect Costs	\$0	\$0
	Adjustment to a prior year's carryover		\$0
	Totals	\$950,294	\$0
	Total Carryover		\$950,294

CCEIS Tracking and Accounting and LEA Data

- LEAs are asked to track results and expenditures around each activity and PD offered to analyze the effectiveness and to capture the associated costs.
- Use an identifying account expenditure code through your accounting system to capture these expenditures.





WHERE CAN I LEARN MORE?

Module Link

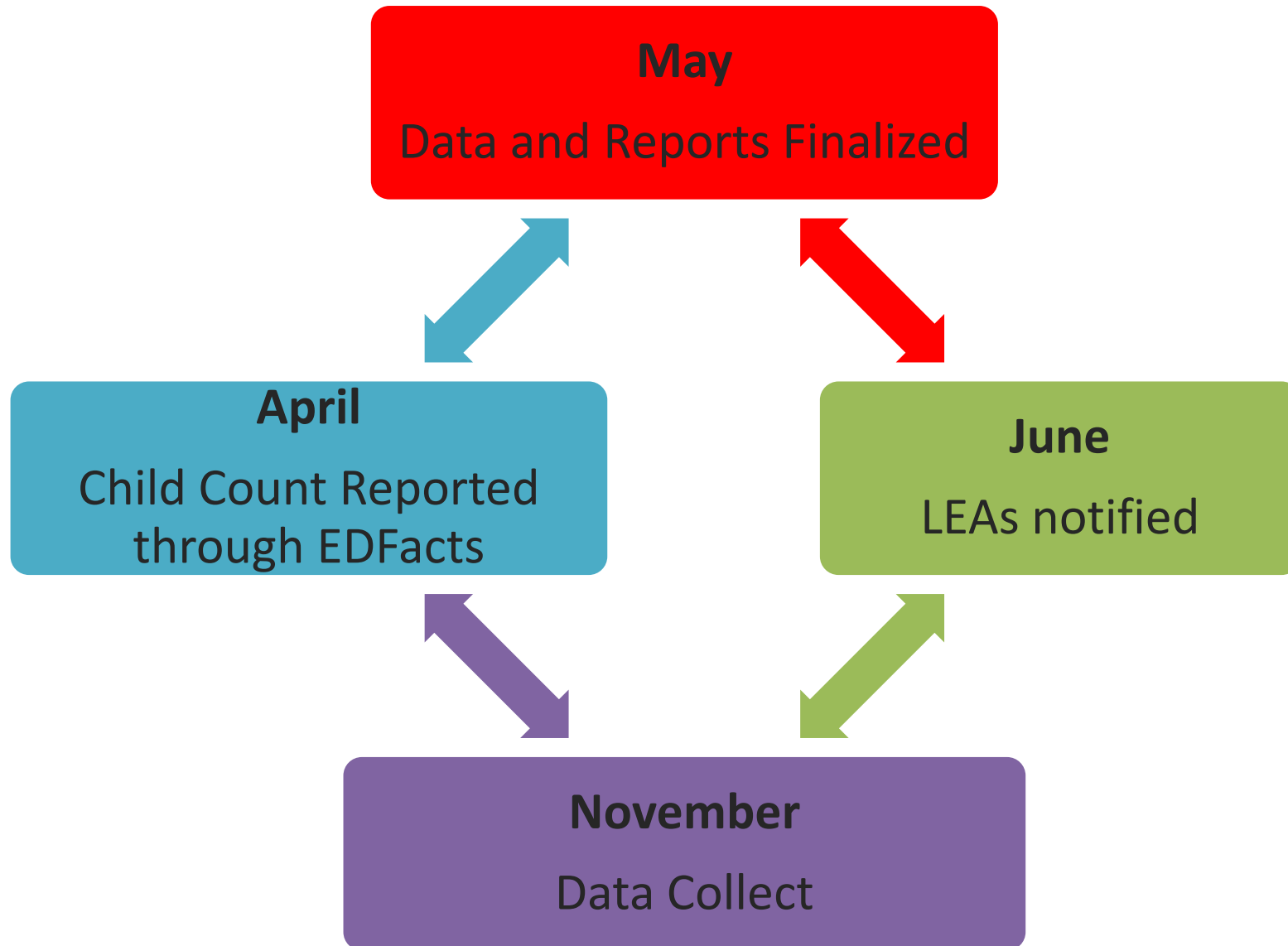
- Coordinated Early Intervening Services - Resources Step by Step – CIFR:

<https://cifr.wested.org/resource/coordinated-early-intervening-services-ceis-resources-step-by-step/>

- OSEP's Essential Questions and Answers:

http://www.cde.state.co.us/cdesped/faq_significant_disproportionality

Timelines for Data Collection and Notification



Timelines for Discipline



Analysis on prior year and two preceding years

- Review discipline data for June, end of year, ISEE upload
- Make sure you have a process in place to tracking discipline data



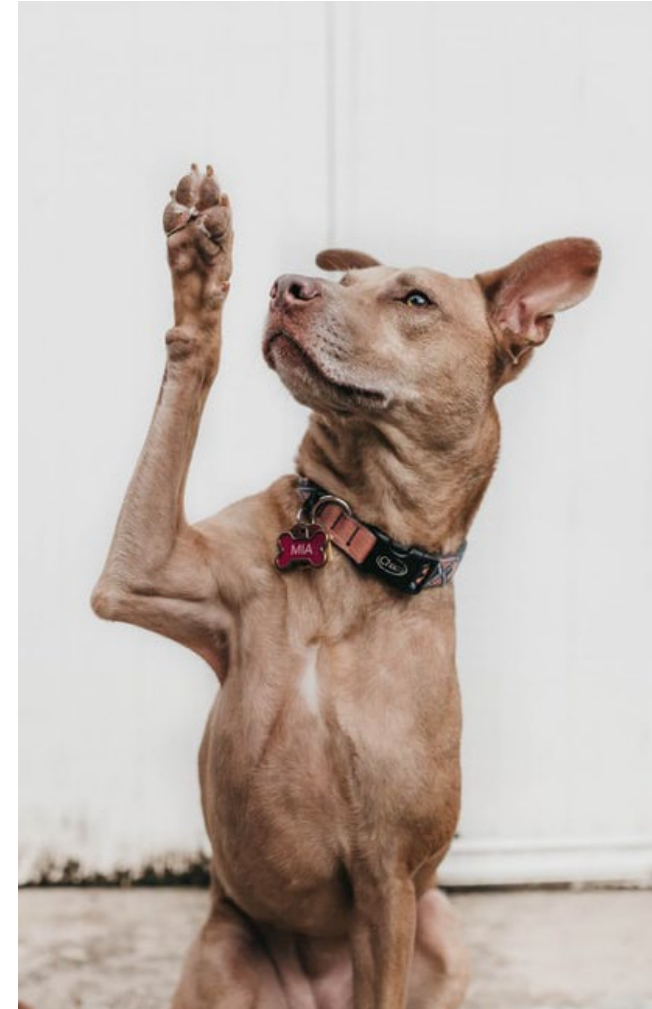
Questions- For us & From us



Why might we see inequities when **identifying** students of certain race/ethnicities for Special Education?

Why might we see inequities when **placing** students of certain race/ethnicities in more restrictive settings?

Why might we see inequities in **discipline** for students of certain race/ethnicities for Special Education?



Thank you!



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STATE DEPARTMENT OF EDUCATION

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IASA Significant Disproportionality - 27