

# Revised Significant Disproportionality Regulations & New Washington State Significant Disproportionality Designation Calculations

[Recommendations accepted by SEAC as of 2/7/18 were based on Statewide Special Education Stakeholder Input]



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# Purpose Statement:

- To define the parameters and opportunities for the braiding of federal, state, and local funding streams to allow the district to strategically target the root cause(s) contributing to significant disproportionality.

*Braided Funding: Financial assistance from individual funding streams is coordinated by all stakeholders so each individual award maintains its award-specific identity.*



# Agenda

- Background & Federal Update
- Washington State Significant Disproportionality Decisions
- Data Review Based on Decisions
- Review of Policies and Procedures
- Wrap-Up



# Federal and State Updates

- Public comment to postpone implementation.
- If ED delays implementation, Washington will continue efforts to promote equity for students who receive special education.
- Significant disproportionality designations for 2018-19 school year will be based on current (WRR) methodology.
- Significant disproportionality data using both current and new calculations will be provided to districts during the 2018-19 school year
- Significant disproportionality designations using new methodology is planned for implementation in the 2019-20 school year.



# Definitions

- **Risk(risk index):** Risk tells us how likely a certain outcome is (i.e., being identified as having a disability).
- **Comparison group:** All other races.
- **Risk ratio:** The risk ratio tells us how the risk for one racial/ethnic group compares to the risk for a comparison group.
- **Minimum cell size:** Risk numerator (target group).
- **Minimum n-size:** Risk denominator (comparison group).
- **Alternate risk ratio (ARR):** Uses the district level risk for racial/ethnic group in the numerator and the state level risk for the comparison group. Used if the comparison group does not meet the minimum cell or n-size.



# Analysis Categories

## ■ IDENTIFICATION

### Age Range

- Students ages 6-21
- New requirement - Must also include students ages 3-5 by July 1, 2020

### Categories

- All Disabilities Combined
- Intellectual Disabilities
- Specific Learning Disabilities
- Emotional/Behavioral Disabilities
- Communication Disorders
- Other Health Impairments
- Autism



# Analysis Categories

## ■ PLACEMENT

### Age Range

- Students ages 6-21

### Categories

- Inside a regular class for less than 40 percent of the day
  - Also referred to as LRE Code 3 or Table 3.
- Inside separate schools and residential facilities (not including homebound or hospital settings, correctional facilities, or private schools)

# Analysis Categories

## ■ DISCIPLINE

### Age Range

- Students ages 3-21

### Categories

- 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



# Stakeholder Input Sessions

- September 11, 2017 (SEA)
- October 6, 2017 (SEA Focus Group)
- October 11, 2017 (SEAC)
- October 25, 2017 (ESD 113 Superintendents)
- November 2, 2017 (ESD Leadership)
- November 15, 2017 (ESD 105 Special Education Directors)
- December 4, 2017 (External Stakeholders via Zoom)
- December 6, 2017 (External Stakeholders)
- February 7, 2018 (SEAC approved recommendations)

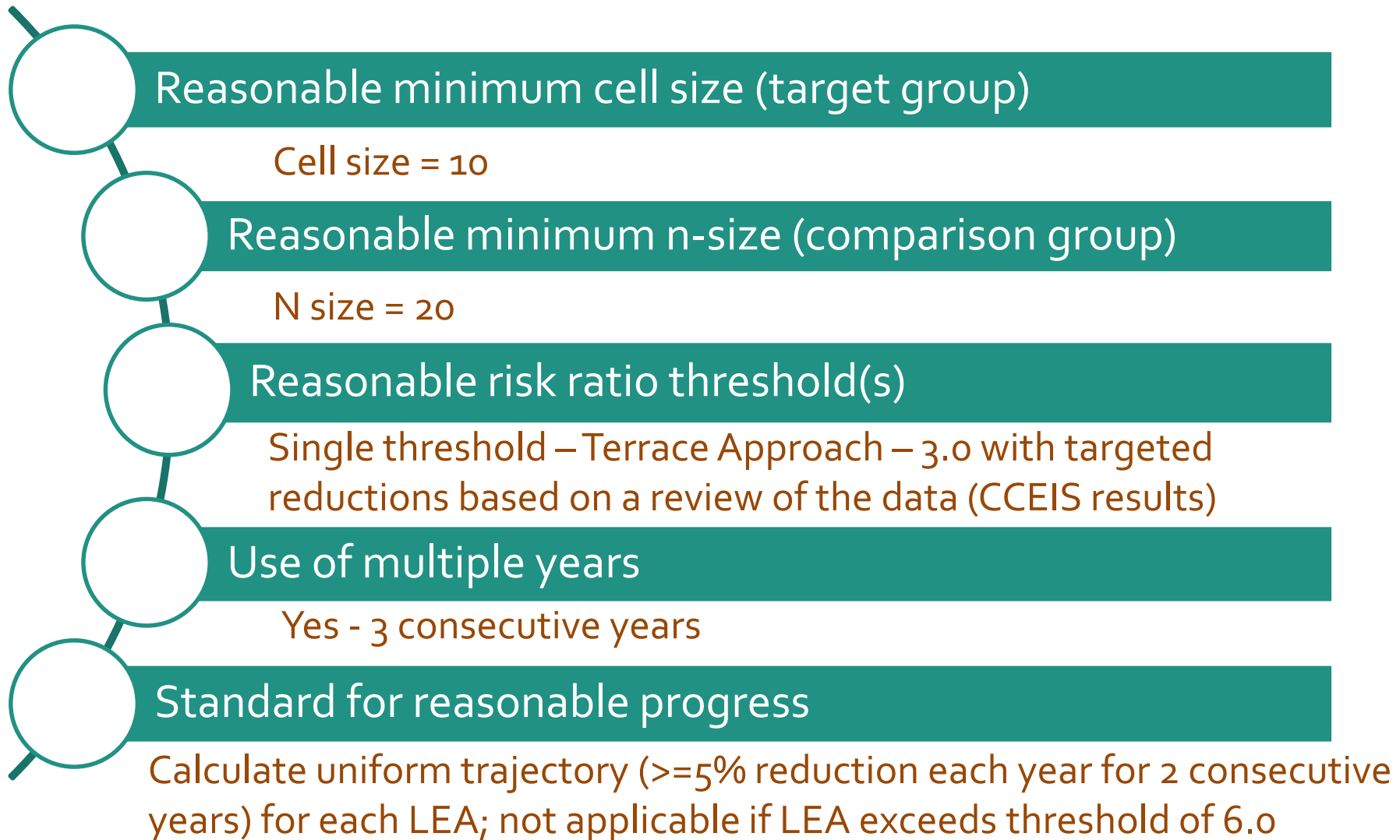


# Emergent Themes from Stakeholders

- Align with Agency-wide discipline disparity(ies) calculations.
- CCEIS must be aligned with ESSA planning at the district level to leverage resources and increase positive impact on behalf of all students.
- Focus on State Systemic Improvement rather than small handful of “discrepant”, “disparate” districts.
- OSPI must provide leadership and be accountable for development and implementation of training and professional development resources.



# State Flexibility Options & Current Decisions



# Crosswalk: Current (WRR) to New (RR)

<u>Significant Disproportionality</u> (15% IDEA funds set aside)	Current Criteria	New Criteria
Target Group Min Cell Size	10	10
Comparison Group Min Cell Size	10	20
Risk Threshold	$\geq 4.0$ in the same cell, using a <b>weighted risk ratio</b> calculation	$\geq 3.0$ in the same cell, using a <b>risk ratio</b> calculation
Use of multiple years	3 consecutive years	3 consecutive years
Standard for Reasonable Progress	No standard for reasonable progress	Calculate uniform reduction of $\geq 5\%$ each year for 2 consecutive years for each LEA; not applicable if LEA threshold exceeds 6.0.



# Crosswalk: Current (WRR) to New (RR)

Disproportionality (Indicators 9 and 10)	Current Criteria	New Criteria
Target Group Min Cell Size	10	10
Comparison Group Min Cell Size	10	20
Risk Threshold	$\geq 2.0$ in the same cell, using a <b>weighted risk ratio</b> calculation	$\geq 2.0$ in the same cell, using a <b>risk ratio</b> calculation
Use of multiple years	3 consecutive years	3 consecutive years
Standard for Reasonable Progress	No standard for reasonable progress	No standard for reasonable progress at this time, may change after Significant Disproportionality is finalized.



# State Risk Ratio – 3 Year Trends

Discipline	Discipline - Out of School >10 Days			Discipline - Out of School <10 Days			Discipline - In School >10 Days			Discipline - In School <10 Days			Discipline - All Removals		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Hispanic	1.09	1.05	0.92	0.91	0.90	0.90	1.59	1.60	1.94	1.00	1.00	0.97	0.95	0.96	0.87
American Indian or Alaska Native	1.88	1.56	1.76	1.47	1.36	1.39				1.48	1.41	1.23	1.56	1.43	1.29
Asian	0.48	0.26	0.32	0.31	0.37	0.33				0.37	0.27	0.29	0.28	0.28	0.29
Black (not Hispanic)	2.94	3.04	3.23	1.69	1.96	2.03	2.49	1.69	2.85	2.14	1.75	2.01	2.08	1.99	2.48
Nat. Hawaiian/Pac Islander	1.27	1.11	1.41	1.18	1.04	1.11				1.12	1.18	1.32	1.24	0.97	1.40
White (not Hispanic)	0.62	0.63	0.68	0.92	0.89	0.88	0.57	0.63	0.39	0.80	0.89	0.86	0.82	0.86	0.80
More Than 1 Race	1.07	1.38	1.21	1.25	1.18	1.22		1.00	0.91	1.14	1.09	1.18	1.24	1.20	1.38

Placement	Placement (LRE 3) Less than 40% of the day in the regular class.			Placement (LRE 28&29) Separate School and Residential Facility		
	14-15	15-16	16-17	14-15	15-16	16-17
Hispanic	0.88	0.89	0.89	0.53	0.47	0.50
American Indian or Alaska Native	0.84	0.79	0.77	1.53	1.69	1.13
Asian	1.71	1.76	1.73	0.71	0.88	1.02
Black (not Hispanic)	1.35	1.36	1.34	1.52	1.77	2.09
Nat. Hawaiian/Pac Islander	1.28	1.35	1.35	1.02	1.00	1.29
White (not Hispanic)	0.92	0.91	0.91	1.30	1.31	1.20
More Than 1 Race	1.01	1.02	1.03	1.06	0.91	1.00



# State Risk Ratio – 3 Year Trends

Identification	All Disabilities			Autism			Communication Disorders		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Hispanic	1.11	1.11	1.12	0.53	0.55	0.57	1.06	0.97	1.07
American Indian or Alaska Native	1.64	1.60	1.63	0.77	0.68	0.73	1.36	0.85	1.32
Asian	0.51	0.49	0.48	1.12	1.11	1.04	0.70	1.33	0.62
Black (not Hispanic)	1.40	1.37	1.34	0.99	1.04	1.06	0.80	0.57	0.74
Nat. Hawaiian/Pac Islander	0.78	0.77	0.77	0.52	0.49	0.53	0.73	1.02	0.69
White (not Hispanic)	0.97	0.98	0.98	1.46	1.43	1.42	1.04	1.07	1.06
More Than 1 Race	1.01	1.01	1.02	1.00	1.03	1.03	1.09	1.10	1.14

Identification	EBD			Health Imp.			SLD			Intellectual Dis		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Hispanic	0.56	0.54	0.54	0.66	0.68	0.71	1.62	1.63	1.67	1.22	1.26	1.26
American Indian or Alaska Native	2.05	2.23	2.13	1.33	1.29	1.30	1.94	1.91	2.01	2.68	2.48	2.35
Asian	0.24	0.25	0.26	0.32	0.31	0.30	0.39	0.36	0.35	0.66	0.68	0.65
Black (not Hispanic)	2.49	2.33	2.31	1.40	1.38	1.35	1.58	1.54	1.49	1.73	1.85	1.97
Nat. Hawaiian/Pac Islander	0.47	0.51	0.38	0.43	0.41	0.42	1.00	1.00	1.02	0.99	0.95	0.94
White (not Hispanic)	1.19	1.23	1.27	1.46	1.46	1.45	0.72	0.73	0.72	0.81	0.79	0.79
More Than 1 Race	1.41	1.44	1.39	1.07	1.07	1.07	0.90	0.91	0.92	0.82	0.78	0.82



# Risk Ratio Thresholds 3 Consecutive Years

3 Years:	4.0 and greater	3.5-3.9	3.0-3.49	2.5-2.99	2.0-2.49
Number of Districts counted only once in an area analysis area	3	5	9	20	66
Number of Districts duplicated within and across risk ratio thresholds	3	5	10	24	101

Target Cell Size = 10

Comparison N Size = 20





# Risk Ratio Thresholds 3 Years

## Identification, Placements and Discipline

	4.0 and greater	3.5-3.9	3.0-3.49	2.5-2.99	2.0-2.49
Disc: Number of Districts	0	0	1	5	13
Disc: Number of Occurrences	0	0	1	6	21
Placement: Number of Districts	0	0	0	0	3
Placement: Number of Occurrences	0	0	0	0	3
Id: Number of Districts	3	5	8	17	59
Id: Number of Occurrences	3	5	9	18	78

Target Cell Size = 10

Comparison N Size = 20



# Making Progress: Based on New Calculations

## Example 1

Comparison Group Minimum N Size = 20

Risk Ratio Year 1	Risk Ratio Year 2	Risk Ratio Year 3	Calculated Year 2 (5% reduction from Year 1 to Year 2)	Is Year 2 less than or equal to the 5% reduction (Calculated Year 2)?	Calculated Year 3 (5% reduction from Actual Year 2 to Actual Year 3)	Is Year 3 less than or equal to the 5% reduction (Calculated Year 3)?	District Designation	Approx. 15% Set Aside
6.12	5.10	3.91	5.81	Yes, progress	4.85	Yes, progress	Not significant, but disproportionate	No set aside required



# Making Progress: Based on New Calculations

## Example 2

Comparison Group Minimum N Size = 20

Risk Ratio Year 1	Risk Ratio Year 2	Risk Ratio Year 3	Calculated Year 2 (5% reduction from Year 1 to Year 2)	Is Year 2 less than or equal to the 5% reduction (Calculated Year 2)?	Calculated Year 3 (5% reduction from Actual Year 2 to Actual Year 3)	Is Year 3 less than or equal to the 5% reduction (Calculated Year 3)?	District Designation	Approx. 15% Set Aside
5.00	3.40	3.60	4.75	Yes, progress	3.23	No, and actual data is an increase. OSEP Guidance requires consecutive year decreases in the risk thresholds	Designated significantly disproportionate	\$60,395



# Making Progress: Based on New Calculations

## Example 3

Comparison Group Minimum N Size = 20

Risk Ratio Year 1	Risk Ratio Year 2	Risk Ratio Year 3	Calculated Year 2 (5% reduction from Year 1 to Year 2)	Is Year 2 less than or equal to the 5% reduction (Calculated Year 2)?	Calculated Year 3 (5% reduction from Actual Year 2 to Actual Year 3)	Is Year 3 less than or equal to the 5% reduction (Calculated Year 3)?	District Designation	Approx. 15% Set Aside
9.51	8.82	7.25	9.03	Yes, progress	8.38	Yes, progress. But over 6.0	Designated significantly disproportionate	\$34,829



# Review of Policies and Procedures

- WAC References (policies and procedures)
  - 392-172A-06085 (CEIS)
  - 392-172A-07040 (Significant Dispro)
- Potential Revisions
  - 392-172A-07010 (Monitoring)
  - 392-172A-07045 (Suspension/Expulsion)



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