Disproportionality Updates

SPP 4 – CHERI KAHN
SPP 9 & 10 – AMY STRAUCH
## Disproportionality SPP Indicators

<table>
<thead>
<tr>
<th>SPP Indicator</th>
<th>Data Source</th>
<th>Data Collection Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 – Suspension/Expulsion Rates</td>
<td>PEIMS</td>
<td>Summer Collection Discipline Data (June 2017)</td>
</tr>
<tr>
<td>9 – Disproportionality in a Special Education Program</td>
<td>PEIMS</td>
<td>Fall Collection Demographic Data (October 2016)</td>
</tr>
<tr>
<td>10 – Disproportionality by Specific Disability Category</td>
<td>PEIMS</td>
<td>Fall Collection Demographic Data (October 2016)</td>
</tr>
</tbody>
</table>
State Performance Plan
Technical Assistance System for Disproportionality:
A Plan for Districts

http://specialed.esc1.net ➔ Self Assessment Tools
Texas Disproportionality Plan

- **Tier 1**: General Information
- **Tier 2**: Focused Assistance
- **Tier 3**: District Led Review of policies and practices
Technical Assistance Plan

1. Form Disproportionality Review Team

2. Data – Driven Root Cause Identification

3. Develop Improvement Plan

4. Implement and Monitor Disproportionality Plan
DATA Requirements of a Complete School Year in Aggregated #’s:

1. District enrollment data by students with disability status and race/ethnicity

2. Students referred for disciplinary action by students with disability status, race/ethnicity, and by less than and more than 10 days

3. # of disciplinary referrals by students with disability status, race/ethnicity, and by less than and more than 10 days

4. # of suspensions by students with disability status, race/ethnicity, and by less than and more than 10 days

5. Top 10 most common disciplinary referral reasons by students with disability status, race/ethnicity, and by less than and more than 10 days
Discipline Disproportionality Tool

State lead is ESC-Region One

http://specialed.esc1.net
1. Click on “Programs & Services”

2. Click on “Disproportionality”
3. Click on “Self assessment tools”
4. List of several links will pop up (top to bottom)

- Technical Assistance Plan for Disproportionality Manual ... Right click to download here
5. List of several links will pop up
   - New Suspension Disproportionality Plan Tool v1.1
   (WORKBOOK to the MANUAL)
### Students with Disabilities Receiving a Disciplinary Referral

**Table 1:** How many students are referred for disciplinary action by race/ethnicity (count students)?

<table>
<thead>
<tr>
<th></th>
<th>American Indian or Alaskan Native</th>
<th>Asian or Pacific Islander</th>
<th>Black or African American</th>
<th>Hispanic or Latino</th>
<th>White</th>
<th>Multiracial</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students referred for disciplinary action</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of students with disabilities referred for disciplinary action</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of students enrolled in district/school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Look at your district’s data:

**Students with Disabilities Receiving a Disciplinary Referral**

- **Table 1:** How many students are referred for disciplinary action by race/ethnicity (count students)?

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<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students referred for disciplinary action</td>
<td>18</td>
<td>58</td>
<td>67</td>
<td>1065</td>
<td>1037</td>
<td>44</td>
<td>2309</td>
</tr>
<tr>
<td>Number of students with disabilities referred for disciplinary action</td>
<td>5</td>
<td>8</td>
<td>15</td>
<td>115</td>
<td>65</td>
<td>5</td>
<td>213</td>
</tr>
<tr>
<td>Number of students enrolled in district/school</td>
<td>52</td>
<td>268</td>
<td>138</td>
<td>2555</td>
<td>3710</td>
<td>141</td>
<td>6864</td>
</tr>
</tbody>
</table>

- **Table 2:** What is the composition of students referred for disciplinary action by race/ethnicity (count students)?

<table>
<thead>
<tr>
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<th>White</th>
<th>Multiracial</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition of students referred for disciplinary action</td>
<td>.78</td>
<td>2.51</td>
<td>2.9</td>
<td>46.12</td>
<td>45.78</td>
<td>1.91</td>
<td>100</td>
</tr>
<tr>
<td>Composition of students with disabilities receiving disciplinary action</td>
<td>2.35</td>
<td>3.76</td>
<td>7.04</td>
<td>53.99</td>
<td>30.52</td>
<td>2.35</td>
<td>100</td>
</tr>
<tr>
<td>Composition of students enrolled in district/school</td>
<td>.76</td>
<td>3.9</td>
<td>2.01</td>
<td>37.22</td>
<td>54.05</td>
<td>2.05</td>
<td>100</td>
</tr>
<tr>
<td>Relative Risk Ratio of students with disabilities receiving a</td>
<td>3.15</td>
<td>.96</td>
<td>3.69</td>
<td>1.98</td>
<td>.37</td>
<td>1.15</td>
<td></td>
</tr>
</tbody>
</table>

CONSISTENTLY!!!
Worksheet to the workbook
EXCEL worksheet to the workbook

**Risk Index** – Rate or amount (%) of risk students of a particular race/ethnicity have of falling into a particular category or outcome.
**Composition Index** – The proportion of students by race/ethnicity in a particular situation compared to the overall enrollment.
Relative Risk

Relative Risk Ratio – Risk for one group in relation to the risk for all other groups.

<table>
<thead>
<tr>
<th></th>
<th>1.0</th>
<th>Equal Risk</th>
<th>1.5 and above ~ 50% more likely to experience a particular outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above</td>
<td>Above 1.0</td>
<td>Elevated Risk</td>
<td></td>
</tr>
<tr>
<td>Below</td>
<td>Below 1.0</td>
<td>Lower Risk</td>
<td></td>
</tr>
</tbody>
</table>

EXCEL worksheet to the workbook
Steps to the Discipline Disproportionality Tool

1. Go to Education Service Center, Region 1 website http://specialed.esc1.net
2. Click on “Programs & Services”
3. Scroll down to the D’s and click on “Disproportionality”
4. Towards the bottom click on “Self assessment tools”
5. A list of links will pop up. Click on the 4th link down from the top. “Right click to download here” which is written next to…Technical Assistance Plan for Disproportionality Manual
6. The manual will pop up.
7. To get to the workbook to the manual, go back to the list of links
8. Click on the 1st link a the top New Suspension Disproportionality Plan Tool v1.1
9. You are not in the workbook.
10. To get to the worksheet of the workbook, go back to the list of links
11. Click on the 5th link from the top….Technical Assistance Plan for Disproportionality Workbook Calculations.
SPP 9 & 10
State Performance Plan
Technical Assistance System for Disproportionality:
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http://specialed.esc1.net ➔ Self Assessment Tools
SPP 9 – By Ethnicity in Overall Sped Total

SPP 10 – By Ethnicity Within Each Disability Category
Risk Difference

The risk index of a selected racial/ethnic group versus the risk index of all other racial/ethnic groups.

What is the risk that students from a specific group will be served in special education or identified in a specific category of disability?
SPP 9 – Overall Identification

# OF DISABLED STUDENTS OF A SPECIFIC RACE/ETHNICITY

Total # of students in district of a specific race/ethnicity

X100

# OF DISABLED STUDENTS OF ALL OTHER RACES/ETHNICITIES

Total # of students in district of all other races/ethnicities

X100
SPP 10 — Specific Category Identification

# OF STUDENTS IN A **SPECIFIC DISABILITY CATEGORY** OF A SPECIFIC RACE/ETHNICITY
Total # of students in district of a specific race/ethnicity

- X100

# OF STUDENTS IN A **SPECIFIC DISABILITY CATEGORY** OF ALL OTHER RACES/ETHNICITIES
Total # of students in district of all other races/ethnicities

- X100