What is Equity?

“an operational principle for shaping policies and practices which provide high expectations and appropriate resources so that all students achieve at the same rigorous standard--with minimal variance due to race, income, language, or gender.” --Hart & Germaine-Watts, 1996
Disproportionality Data Monitoring in Indiana

 Goals

- Monitor and evaluate status of disproportionality
- Understand context and causes
- Address the issues creating and maintaining inequity in special education
Disproportionality Data Monitoring in Indiana

- **Goals**
  - Monitor and evaluate status of disproportionality
    - 1998: How do we measure it?
    - 2005: Westat National Panel
    - 2007-08: OSEP Mandates State Criteria
How Do We Know Its Disproportionate?
National Task Force on Calculation: How Do We Measure Disproportionality?

- Composition Index
- Risk Index
- Relative Risk Ratio
Composition Index

- The percentage of students in special education represented by a given group

**Addresses Question:**
- Are there more students from a given group in special education than we would expect, given their proportion in the population?
Composition Index:
Comparing to the Numbers We Expect

![Bar chart showing enrollment percentages for African American and White groups.](chart.png)

Legend:
- % in Enrollment
- ED
### Eastport Comm. School Corp.
#### African American Disproportionality Composition Index (CI)

<table>
<thead>
<tr>
<th></th>
<th>Total # of Students Enrolled</th>
<th># AA Students Enrolled</th>
<th>CI (Enrolled)</th>
<th>Total # in Disability Category</th>
<th># AA in Disability Category</th>
<th>CI (Disability Category)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>11000</td>
<td>1000</td>
<td>9.09%</td>
<td>1000</td>
<td>200</td>
<td>20.00%</td>
</tr>
<tr>
<td>MD</td>
<td>11000</td>
<td>1000</td>
<td>9.09%</td>
<td>240</td>
<td>40</td>
<td>16.67%</td>
</tr>
<tr>
<td>ED</td>
<td>11000</td>
<td>1000</td>
<td>9.09%</td>
<td>260</td>
<td>60</td>
<td>23.08%</td>
</tr>
<tr>
<td>LD</td>
<td>11000</td>
<td>1000</td>
<td>9.09%</td>
<td>230</td>
<td>30</td>
<td>13.04%</td>
</tr>
</tbody>
</table>

CI (Enrolled) = __________

CI (MD) = __________
Problems with the Composition Index

- No direct comparison between groups
- Can’t describe disproportionality with homogeneous groups (e.g., over 90% one group)
Risk Index

- The percentage of a given racial/ethnic group that is served in special education

  - Example:
    - AA in Sp. Ed.=10; AA Total Enrollment=50
    - Risk index is 20%.

- Addresses question:
  - What is the risk that students from a specific group will be served in special education?
### African American Disproportionality Risk Index (RI)

<table>
<thead>
<tr>
<th></th>
<th># of AA Students Enrolled</th>
<th># AA in Disability Category</th>
<th>RI (AA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>1000</td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>MD</td>
<td>1000</td>
<td>40</td>
<td>4.00%</td>
</tr>
<tr>
<td>ED</td>
<td>1000</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>LD</td>
<td>1000</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>

RI (AA) = \(\frac{\text{# AA in Disability Category}}{\text{# of AA Students Enrolled}}\) \times 100\%
### Eastport Comm. School Corp.
#### African American Disproportionality Risk Index (RI)

<table>
<thead>
<tr>
<th></th>
<th># of AA Students Enrolled</th>
<th># AA in Disability Category</th>
<th>RI (AA)</th>
<th>Total # of Students Enrolled</th>
<th>Total # in Disability Category</th>
<th>RI (AO)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>1000</td>
<td>200</td>
<td>20.00%</td>
<td>11000</td>
<td>1000</td>
<td>8.00%</td>
</tr>
<tr>
<td>MD</td>
<td>1000</td>
<td>40</td>
<td>4.00%</td>
<td>11000</td>
<td>240</td>
<td>2.00%</td>
</tr>
<tr>
<td>ED</td>
<td>1000</td>
<td>60</td>
<td>6.00%</td>
<td>11000</td>
<td>260</td>
<td>2.00%</td>
</tr>
<tr>
<td>LD</td>
<td>1000</td>
<td>30</td>
<td>3.00%</td>
<td>11000</td>
<td>230</td>
<td>2.00%</td>
</tr>
</tbody>
</table>

RI (AO) = ____________
Eastport Comm. School Corp.
African American Disproportionality
Relative Risk Ratio (RRR)

<table>
<thead>
<tr>
<th></th>
<th>RI (AA)</th>
<th>RI (AO)</th>
<th>RRR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>20.00%</td>
<td>8.00%</td>
<td>2.50</td>
</tr>
<tr>
<td>MD</td>
<td>4.00%</td>
<td>2.00%</td>
<td>2.00</td>
</tr>
<tr>
<td>ED</td>
<td>6.00%</td>
<td>2.00%</td>
<td>3.00</td>
</tr>
<tr>
<td>LD</td>
<td>3.00%</td>
<td>2.00%</td>
<td>1.50</td>
</tr>
</tbody>
</table>

$$ RRR = \text{__________} $$
Risk Ratio

The comparison (ratio) of the risk indices of different groups

- Example: RI AA=12%; RI All others = 2%
- \[ RR = \frac{12}{2} = 6.0 \times \]

Addresses question:

- How much more or less likely are students in a given racial/ethnic category than other students to be served in special education?
Things You May or May Not Wish to Know

- **Westat Recommendations:**
  - Use Risk Index and Risk Ratio
  - Use All Others, Rather than White, as Comparison
  - Use School Enrollment, rather than Census as population figure
Risk Indexes (Emotional Disability): African Americans

Relative Risk Ratios (Emotional Disability): African American vs. All Other
What is Significant Disproportionality?

- IDEIA 2004 requires that school districts with significant disproportionality reserve maximum amount (15%) for early intervening services to
  - “provide comprehensive coordinated early intervening services to serve children in the LEA, particularly, but not exclusively, children in those groups that were significantly overidentified”

(34 CFR 300.226)
Indiana’s Definition of Significant Disproportionality

- Over-representation in Special Education, Categories or Placements:
  - Risk ratio greater than 2.5 and
  - Risk index equal to or greater than the state average
  - For two consecutive years.
  - Minimum of 10 per cell (Latino students in LD)

- Categories
  - Overall, ED, MD, LD, Autism, OHI, CD

- Placements:
  - Reg Class (< 21% removed)
  - Sep Class (> 60% removed)
Indiana’s Definition of Significant Disproportionality (Cont’d)

- Racial/Ethnic Disproportionality in Special Education Discipline
  - Risk ratio greater than 2.5 and
  - Risk index equal to or greater than the state average
  - For two consecutive years.
  - Minimum of 10 per cell
Disproportionate Representation in IDEA 2004

- Congress added monitoring priorities in
  - Discipline
  - Overall Representation
  - Disability Categories
- Includes both over- and under-represent.
  - Indiana Over-rep: 2.0 two years
  - Indiana Under-rep: 0.5 two years
Risk Indexes (Suspensions/Expulsions):
African Americans in Special Education

Relative Risk Ratios (Suspensions/Expulsions):
African Americans in Special Ed vs. All Other in Special Ed
Disproportionality in Special Education

This webpage is developed to show data about disproportionality in special education. In this web you can generate and compare special education disproportionality data by year, school corporation in Indiana, and ethnicity. The website provides graphs as well in order to increase user convenience and understanding.

Data presentation

Further information about disproportionality
Disproportionality in Special Education

Using the drop down boxes below please specify the academic year, school corporation, and race/ethnicity of interest.

<table>
<thead>
<tr>
<th>Academic year</th>
<th>2001/2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>School corporation</td>
<td>9998-- Eastport Schools</td>
</tr>
<tr>
<td>Ethnicity</td>
<td>Black, Not of Hispanic Origin</td>
</tr>
</tbody>
</table>

Submit Query
### Click to see graphs

#### Black, Not of Hispanic Origin
#### Eastport Schools, 2001-2002

<table>
<thead>
<tr>
<th></th>
<th>Total Enrollment</th>
<th>Black, Not of Hispanic Origin Enrollment</th>
<th>Total Disabled</th>
<th>Black, Not of Hispanic Origin Disabled</th>
<th>Risk Index</th>
<th>Risk Ratio</th>
<th>Significant Disproportionality?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Disability</td>
<td>5,521</td>
<td>79</td>
<td>802</td>
<td>14</td>
<td>17.72%</td>
<td>1.22</td>
<td>-</td>
</tr>
<tr>
<td>MiMD</td>
<td>5,521</td>
<td>79</td>
<td>40</td>
<td>2</td>
<td>2.53%</td>
<td>3.63</td>
<td>-</td>
</tr>
<tr>
<td>MoMD</td>
<td>5,521</td>
<td>79</td>
<td>23</td>
<td>2</td>
<td>2.53%</td>
<td>6.56</td>
<td>Over</td>
</tr>
<tr>
<td>EDFT</td>
<td>5,521</td>
<td>79</td>
<td>32</td>
<td>2</td>
<td>2.53%</td>
<td>4.59</td>
<td>Over</td>
</tr>
<tr>
<td>LD</td>
<td>5,521</td>
<td>79</td>
<td>267</td>
<td>3</td>
<td>3.80%</td>
<td>0.78</td>
<td>-</td>
</tr>
<tr>
<td>CD</td>
<td>5,521</td>
<td>79</td>
<td>312</td>
<td>5</td>
<td>6.33%</td>
<td>1.12</td>
<td>-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Total Disabled</th>
<th>Black, Not of Hispanic Origin Disabled</th>
<th>Total Placed</th>
<th>Black, Not of Hispanic Origin Placed</th>
<th>Risk Index</th>
<th>Risk Ratio</th>
<th>Significant Disproportionality?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular Class</td>
<td>802</td>
<td>14</td>
<td>577</td>
<td>7</td>
<td>50.00%</td>
<td>0.69</td>
<td>-</td>
</tr>
<tr>
<td>Separate Class</td>
<td>802</td>
<td>14</td>
<td>118</td>
<td>4</td>
<td>28.57%</td>
<td>1.97</td>
<td>-</td>
</tr>
</tbody>
</table>

### Click to see graphs

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Please click the links to see graphs

Black, Not of Hispanic Origin
Eastport Schools, 2001-2002

Composition Index for Disability

Composition Index for Educational Environment

Risk Index for Disability

Risk Index for Educational Environment

Risk Ratio for Disability

Risk Ratio for Educational Environment
Composition Index for Disability
Black, Not of Hispanic Origin, Eastport Schools, 2001-2002
Risk Ratio for Educational Environment

Black, Not of Hispanic Origin, Eastport Schools, 2001-2002
How Do We Know We’re Making a Difference in the Data?

- Overall changes in risk index and risk ratio
  - Longitudinal analyses
- Referral to eligibility ratio
Tracking Disproportionality Through the Eligibility Process (RER)

King Community School Corporation: Relative Risk through the Referral to Eligibility Process

Stage in Process

Relative Risk

- African American
- White
- Hispanic
- Multi-Racial
- Asian

Referred for Assistance | Referred to GEI | Referred for Assessment | Eligibility Decision
"The pure and simple truth is rarely pure and never simple."

--Oscar Wilde