



**Significant
Disproportionality:
Data Discussion**

James Foutch, Data Analyst, ODE
[503-947-5776](tel:503-947-5776)/james.foutch@state.or.us
Sarah Drinkwater, Assistant Superintendent, ODE

The slide features the Oregon Department of Education logo and tagline in the top left corner. The main content is centered and includes the title "Significant Disproportionality: Data Discussion" in a large, bold, black font. Below the title, the presenter's name and title "James Foutch, Data Analyst, ODE" are listed, followed by contact information: a phone number and an email address. The slide concludes with the name and title of the co-presenter, "Sarah Drinkwater, Assistant Superintendent, ODE". The background is a light blue and white pattern of geometric shapes and lines, framed by a dark blue border at the top and bottom.



New Regulations

- December 2016: 34 C.F.R. § 300.646-647
- Determine whether Sig Dis is occurring in:
 - The identification of students
 - The placement of students
 - The incidence, duration, and type of disciplinary actions



New Regulations

- Require standard methodology
 - Define thresholds and minimums
 - Allow state flexibilities
- Require stakeholder input
- Introduce CCEIS
- Will result in changes to some reporting requirements



Overview

- How Flags are Currently Calculated
- What Calculations Mean
- Current Picture
- New Regulations
- Overall Changes



How Flags are Currently Determined

Section 1



Data Asked Three Questions

- Has cell size threshold been met?
- Has WRR threshold been met?
- Has proportion threshold been met?



Cell Size Threshold

- Currently 10 for Cell size and N-size



Cell Size Threshold

- If the race/ethnicity and disability category for the district is greater than or equal to 10.
- If the comparison group is greater than or equal to 10



Cell Size Threshold

- If the race/ethnicity and disability category for the district is greater than or equal to 10.
- If the comparison group is greater than or equal to 10
- If at least one other race/ethnicity & disability category is also greater than or equal to 10.



WRR Threshold

- Greater than 2.0 or less than 0.25 for Disproportionality
- Greater than 4.0 for Sig Dis



Proportion Threshold

- 20% above or below the comparison group for Disproportionality
- 20% above the comparison group for Sig Dis





What Calculations Mean

Section 2



What Calculations Mean

- Risk Ratio
- Alternate Risk Ratio
- Minimum Cell Size
- Minimum N Size



Risk Ratio

- Relates Risk to a comparison group



Risk Ratio

- Relates Risk to a comparison group
 - Cannot be calculated if the comparison group is zero
 - Small district sizes can confound the ratio
 - Will never be less than 0



Alternate Risk Ratio

- Compares District-level Risk to State-level Risk



Alternate Risk Ratio

- Compares District-level Risk to State-level Risk



General Notes About Ratios

- A ratio of **1.0** means equally likely
- A ratio of **2.0** means twice as likely
- A ratio of **0.5** means half as likely



Risk Ratio Example

Group A
Beards



Group B
No Beards



Risk Ratio Example

Group A

Group B



Risk Ratio Example

Group A

Group B



Risk Ratio Example

Group A

Group B



Risk Ratio Example

Group A

Group B



Risk Ratio Example

Group A



Group B



Minimum Cell Size

- Also referred to as Risk Numerator



Minimum Cell Size

- Also referred to as Risk Numerator
- Minimum Count to include



Minimum Cell Size

- Also referred to as Risk Numerator
- Minimum Count to include

$$\frac{\text{Number of children from racial or ethnic group in disability category}}{\text{Number of enrolled children from racial or ethnic group}} \div \frac{\text{Number of all other children in disability category}}{\text{Number of all other enrolled children}}$$



Minimum N Size

- Also referred to as Risk Denominator



Minimum N Size

- Also referred to as Risk Denominator
- Minimum Population to include



Minimum N Size

- Also referred to as Risk Denominator
- Minimum Population to include

$$\frac{\text{Number of children from racial or ethnic group in disability category}}{\text{Number of enrolled children from racial or ethnic group}} \div \frac{\text{Number of all other children in disability category}}{\text{Number of all other enrolled children}}$$



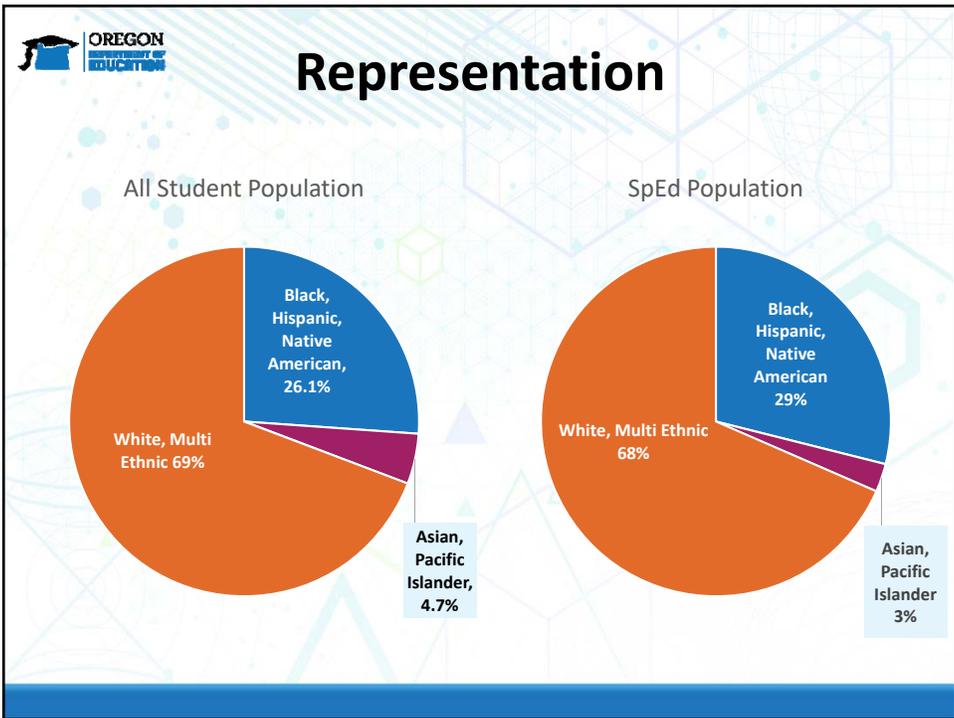
Minimum Cell & N Sizes

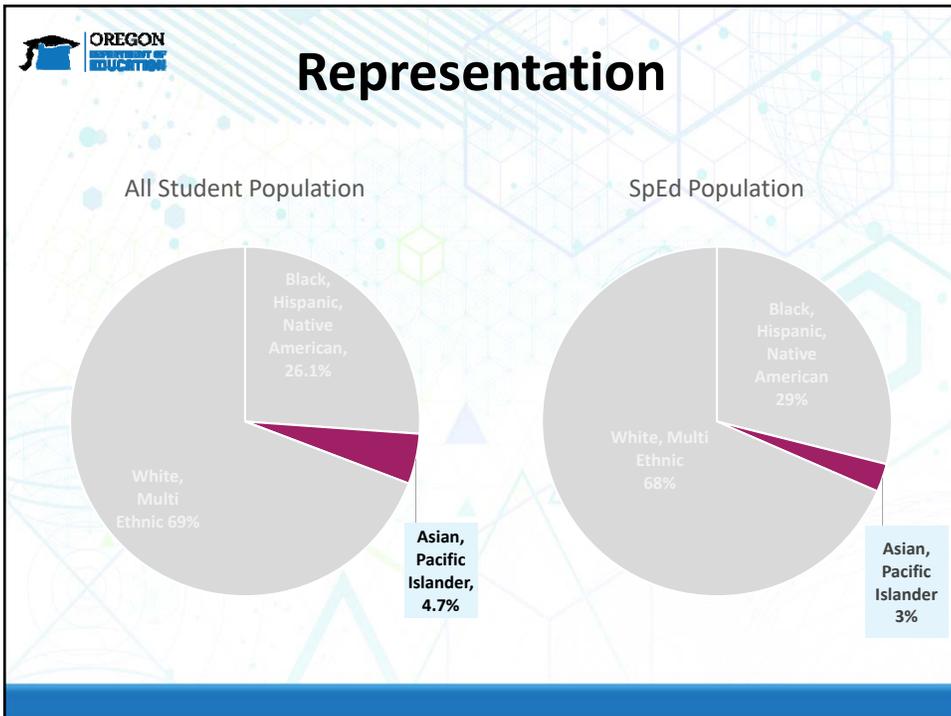
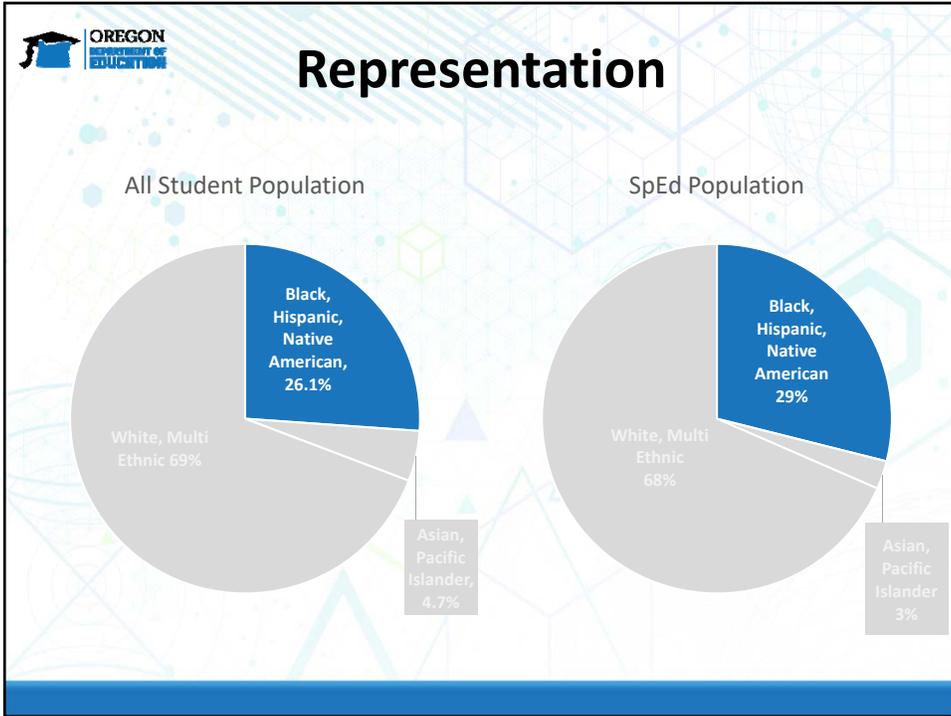
- New regulations stipulate these be standardized.
 - minimum Cell size (numerator) = 10
 - minimum N-size (denominator) = 30



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Representation & Identification







Representation

- A ratio of **1.0** means Equal Representation
- A ratio of **2.0** means Overrepresentation
- A ratio of **0.5** means Underrepresentation



Identification

- Over-Identification



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Identification

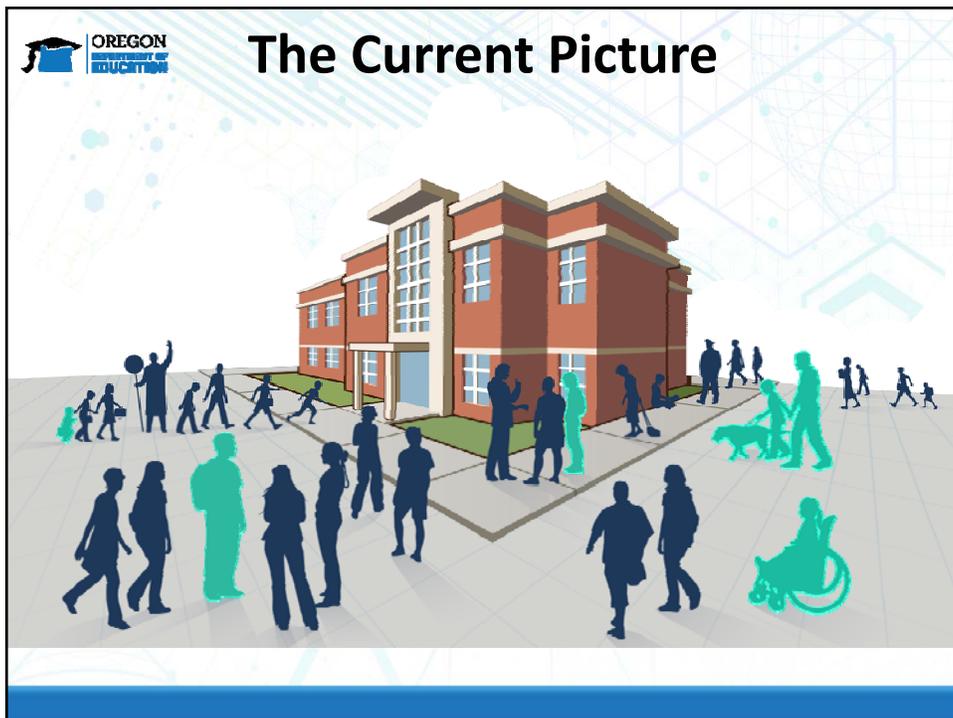
- Over-Identification
- Under-Identification



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Overview

Representation <ul style="list-style-type: none">• Count Students• Use Formula	Identification <ul style="list-style-type: none">• Check for appropriate Identification
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The Current Picture



13% of the student population

This illustration shows a school building with a diverse group of student silhouettes. A callout box highlights that 13% of the student population is represented by these diverse figures.

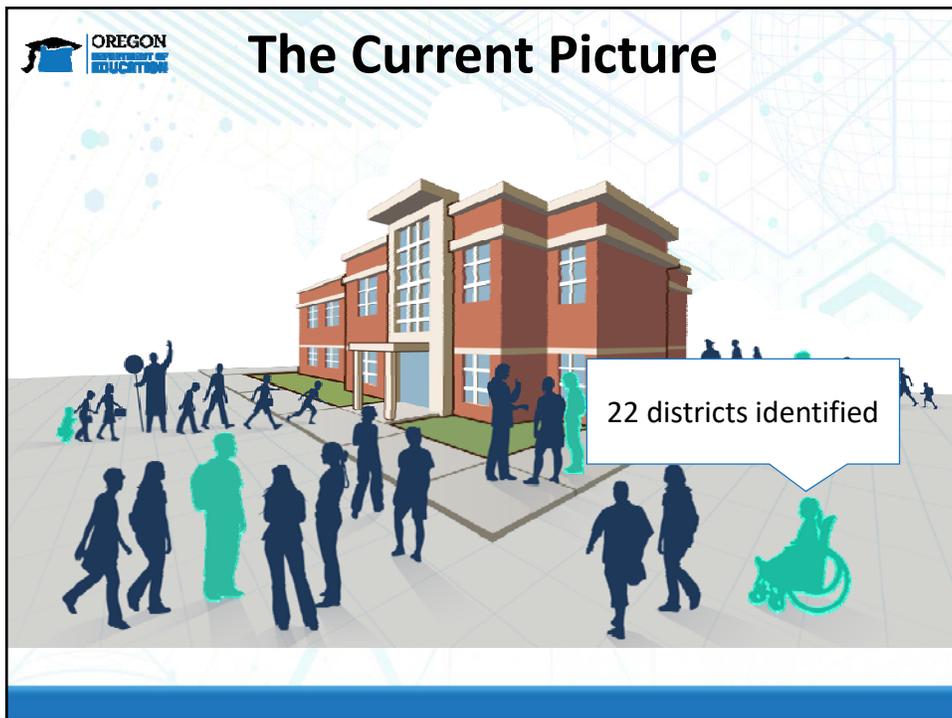
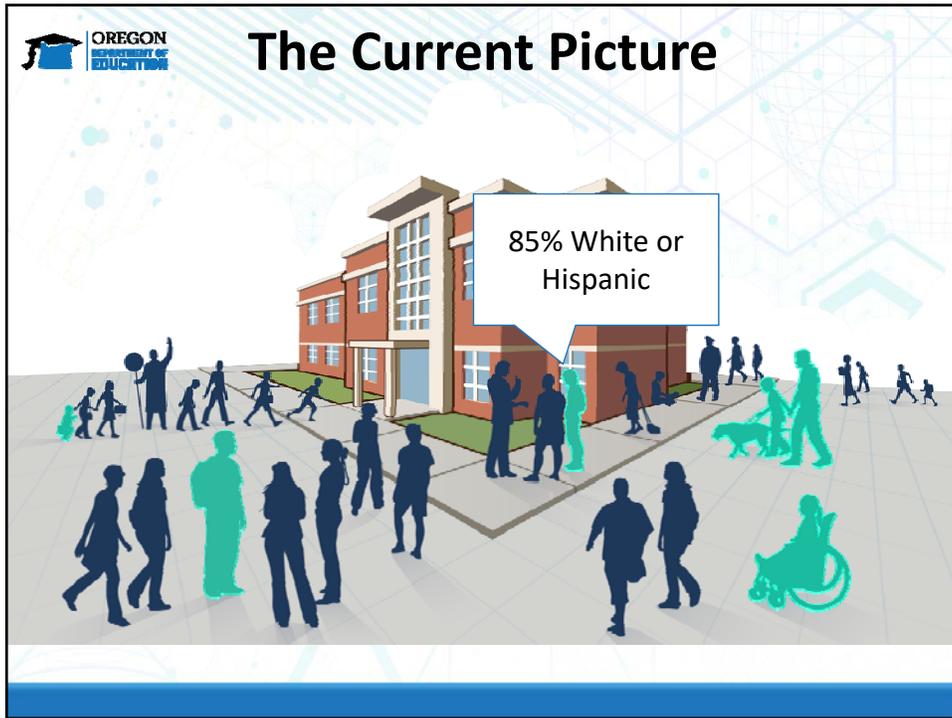
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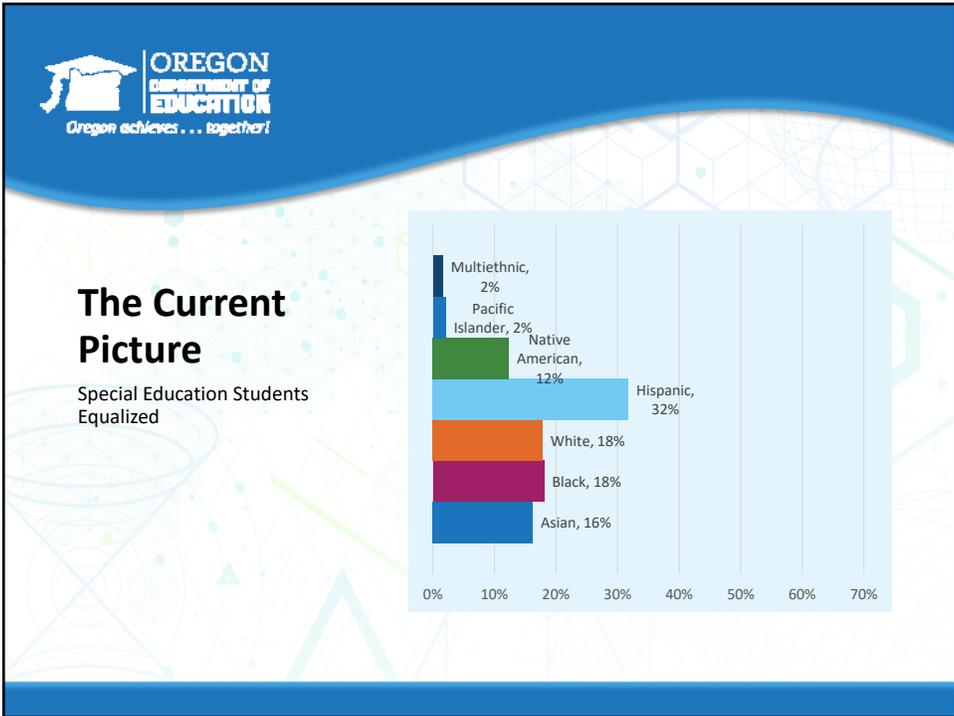
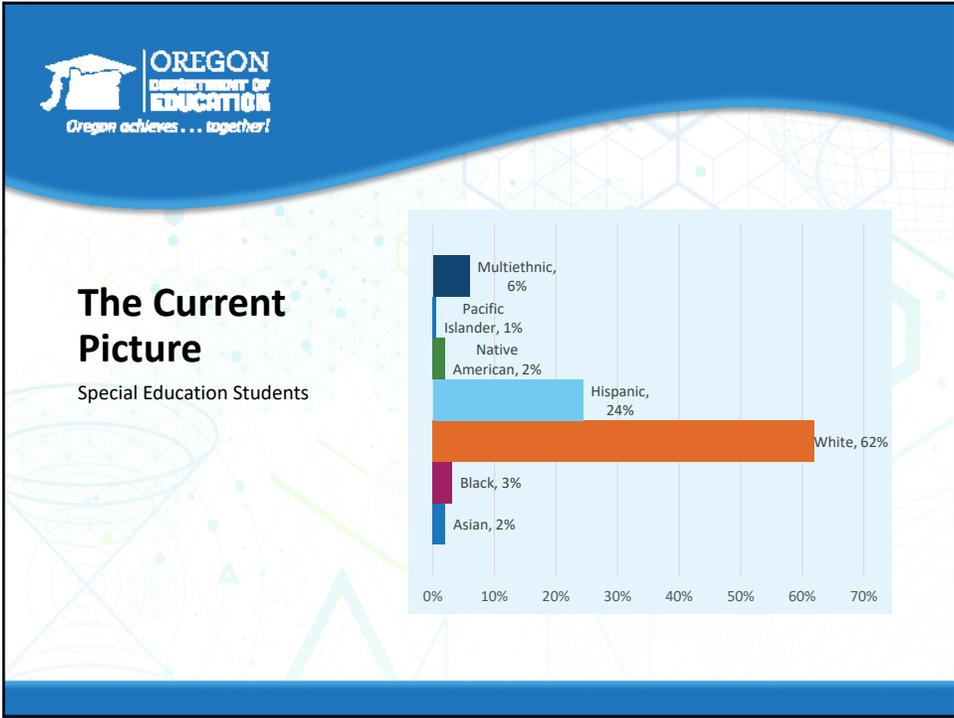
The Current Picture



EI/ECSE SpEd students

This illustration shows a school building with a diverse group of student silhouettes. A callout box highlights that EI/ECSE SpEd students are part of this diverse population.





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The Current Picture

Hispanic students would be identified with a disability more often than other race/ethnicities



A group of six diverse young children (three boys and three girls) are smiling and looking towards the camera. They are wearing colorful clothing: a striped shirt, a green tank top, a purple polka-dot tank top, a red top, a yellow t-shirt, and a blue t-shirt.

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The Current Picture

Asian students would be identified with Autism Spectrum Disorder more often than other disabilities



A group of six diverse young children (three boys and three girls) are smiling and looking towards the camera. They are wearing colorful clothing: a striped shirt, a green tank top, a purple polka-dot tank top, a red top, a yellow t-shirt, and a blue t-shirt.

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The Current Picture

Black, Native American/Alaskan Native, and Multi-Ethnic students would be identified with Emotional Disturbance more often than other disabilities



A group of six diverse young children of various ethnicities and ages are smiling and looking towards the camera. From left to right: a young boy with dark hair in a striped shirt, a young girl with blonde curly hair in a green top, a young girl with dark hair in pigtails in a purple polka-dot top, a young girl with long brown hair in a red top, a young boy with dark hair in a yellow shirt, and a young boy with dark hair in a blue shirt.

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The Current Picture

Hispanic students would be identified with a Specific Learning Disability more often than other disabilities



A group of six diverse young children of various ethnicities and ages are smiling and looking towards the camera. From left to right: a young boy with dark hair in a striped shirt, a young girl with blonde curly hair in a green top, a young girl with dark hair in pigtails in a purple polka-dot top, a young girl with long brown hair in a red top, a young boy with dark hair in a yellow shirt, and a young boy with dark hair in a blue shirt.



The Current Picture

Pacific Islander students would be identified with a Communication Disorder more often than other disabilities



The slide features a group of six diverse young children of various ethnicities smiling. A speech bubble points to the group with the text: "Pacific Islander students would be identified with a Communication Disorder more often than other disabilities". The slide has a blue header and footer with a geometric pattern background.



New Regulations

Section 4

The slide features a blue header with the Oregon Department of Education logo and the slogan "Oregon achieves... together!". The main content area has a white background with a light blue geometric pattern. The title "New Regulations" is in large black font, and "Section 4" is in a smaller black font below it. The slide has a blue footer.



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New Regulations

- New Regulations
- Key Stakeholder Decisions



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New Regulations

- Require standard methodology
 - Define thresholds and minimums
 - Allow state flexibilities
- Require stakeholder input
- Introduce CCEIS
- Will result in changes to some reporting requirements



New Regulations

- Also expands Age Range for Disability Identification.
 - Current report: 6 – 21
 - New Regulations: 3 – 21



New Regulations

- Also expands Age Range for Disability Identification.
 - Current report: 6 – 21
 - New Regulations: 3 – 21
- Oregon does not collect General Education Data on Pre-K students



Three Key Stakeholder Decisions



1. Set State Definition of Significant Disproportionality





2. State Revision of State Policies and Procedures



3. Technical Assistance to LEAs





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Compliant by July 1, 2018



COMPLIANCE



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Overall Changes

Section 5

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Current Methods

Everything is different



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Current Methods

- Has cell size threshold been met?
 - Does a second race/ethnicity category meet threshold?
- Has WRR threshold been met?
- Has proportion threshold been met?



Current Methods

- Has cell size threshold been met?
 - ~~Does a second race/ethnicity category meet threshold?~~
- Has WRR threshold been met?
- Has proportion threshold been met?



Current Methods

- Has cell size threshold been met?
 - ~~Does a second race/ethnicity category meet threshold?~~
- Has **WRR Ratio** threshold been met?
- Has proportion threshold been met?



Current Methods

- Has cell size threshold been met?
 - ~~Does a second race/ethnicity category meet threshold?~~
- Has ~~WRR~~ **Ratio** threshold been met?
- ~~Has proportion threshold been met?~~



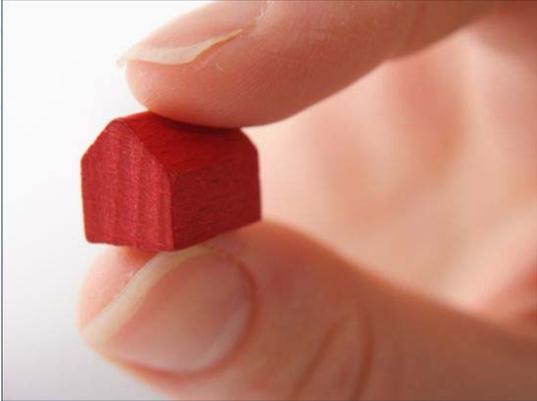
Current Methods

- Has cell size and N-size threshold been met?
- Has Ratio threshold been met?

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Small Districts

Changes may affect the number identified



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