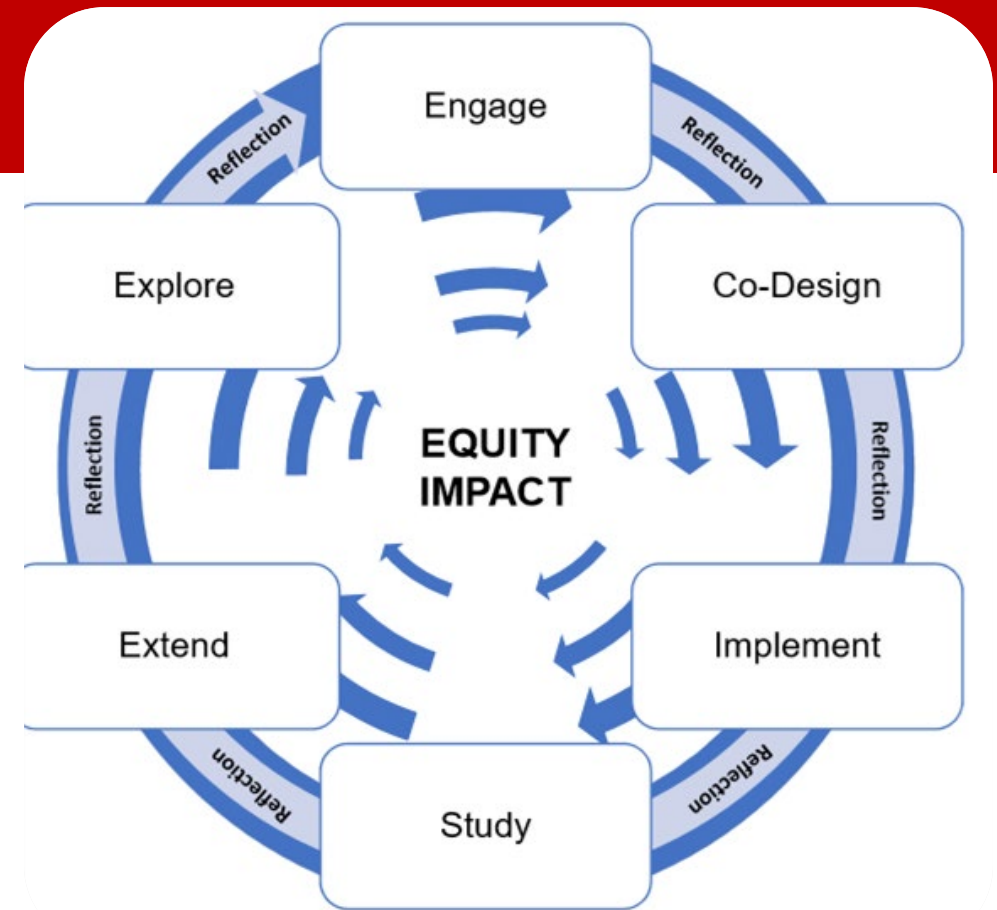# Significant Disproportionality
State Website Scan

- Emerged as a request from TEA to TEA/AIR's Leaders and Educators Addressing Disproportionality in Special Education (LEADS) Initiative. Since significant disproportionality is a federal requirement under IDEA, how are other states tackling this issue?

- Independently reviewed SEA websites for all 50 states and DC, noting materials and support created by the SEA to be utilized and adopted by LEAs, such as one-pagers, training/coaching opportunities, self-assessments/workbooks, etc.

- Wrote a report on my findings, highlighting any standout examples of resources and support. Upon completion, this report will be shared with TEA and the Deputy Commissioner to help inform TEA how their compare nationally in their response and strategies they can potentially leverage in their own efforts to address significant disproportionality.

- The results of the scan will provide information on how states actualize federal policy/mandate, particularly how SEAs support and communicate with LEAs to meet equity requirements.

The IEL Equity Impact Framework

TX-EPFP

EPFP™ POLICY LEADERSHIP NETWORKING

Education Policy Fellowship Program

Swati Guin, Texas EPFP 2022-2023 Fellow

Significant Disproportionality
State Website Scan

State	Risk Ratio	Website links	te conte	Landing page for SD	State Definition of SD																	Important notes
						Methodology for calculation	SD Data in the State	Implementation Timeline	Categories for disability type and/or Race/Ethni	Federal requirements	Workbook/forms for Required Records Review	Tool for Self-study/Root Cause Analysis	Planning and Monitoring Toolkit/student data	on selecting Evidence Based Practices	Comprehensive Training & Coaching	Informational Webinar(s) & Modules	External resource list	(CCEIS) Guidance/FA Q/Fact	SD FAQ/Facts Sheet		
California	3	Disproportionality in CA Public Schools	CA		Significant Disproportionality is the identification of disproportionality for three consecutive years in the same indicator and category of disproportionality.	x	x	x		x		x		x	x		x	x		State Performance Technical Assistance (SPPTAP) -- 4 phas with a TA facilitator, LEADS
Colorado	multiple	Significant Disproportionlity	CO		Having significant disproportionality means that students of a particular race/ethnicity are significantly more likely than their other-race peers to be identified as children with disabilities, identified with a particular disability category (e.g., Autism, Intellectual Disability), placed in a particular educational setting (e.g., separate classroom), or suspended/expelled as a disciplinary measure.	x	x	x	x		x	x		x		x	x		
Connecticut	3		CT	y															Presentation offers relationship to SPP indicators. LRE Self-
Delaware	3 and 2		DE	y	Definitions for Identification Significant Disproportionality Disabilities Education Act States to collect and exam significant disproportional occurring in the State and (LEAs) of the State with re – Identification of children including identification as i impairments – Placement of children in – Incidence, duration, and population or demographic group														
DC		https://osse.dc.gov/page/equity-requirements-under-individuals-disabilities-education-act-idea	DC	x															
Florida	3		FL	y															

Significant Disproportionality State Website Scan

Introduction

In the *Individuals with Disabilities Education Act* (IDEA), the United States Department of Education set three distinct federal requirements around equity[1]: disproportionate representation (State Performance Plan/Annual Performance Results Indicators 9 and 10), significant discrepancy (State Performance Plan/Annual Performance Results Indicators 4A and 4B), and significant disproportionality. While each State Education Agency (SEA) must meet these three federal requirements, it is their discretion which resources and support they provide to Local Education Agencies (LEAs) throughout the implementation process.

To better understand how SEAs have actualized these federal policies on equity, I conducted a national scan of SEA website content focused on one of the three IDEA equity requirements, significant disproportionality. As SEAs often use their websites as sources of information and resources for LEAs, stakeholders, schools, etc., a website scan can uncover national trends on information, guidance, and resources SEAs are openly sharing with LEAs. The results of the scan will provide information on the different ways SEAs are supporting and communicating with LEAs to meet equity requirements and can inform SEAs what other strategies they can leverage in their own efforts to address significant disproportionality.

The intended audience of this scan is SEA staff who work on communicating and disseminating information on significant disproportionality and other IDEA equity requirements.

What is the IDEA requirement on significant disproportionality?

While IDEA does not explicitly define the term "significant disproportionality," Section 618(d) requires that each SEA uses a standard methodology to annually collect and examine data to determine whether significant disproportionality based on race or ethnicity is occurring in the SEA and LEAs with respect to three areas[2]:

1. The identification of children as children with disabilities
2. The placement of children in particular educational settings
3. The incidence, duration, and type of disciplinary actions, including suspensions and expulsions

This standard methodology includes setting a specific risk ratio in each area as a threshold over which disproportionality based on race and/or ethnicity is considered significant. Risk ratios indicate how much more likely an outcome would occur to one specific racial group than to others. To account for volatility, which are small changes in data between years that may cause large changes in a risk ratio, SEAs have "multi-year flexibility," meaning they are not required to identify an LEA until it has exceeded the risk ratio threshold for up to three prior consecutive years[3].

---
[1] https://ideadata.org/sites/default/files/media/documents/2021-07/EquityInIDEA.pdf
[2] https://sites.ed.gov/idea/files/significant-disproportionality-qa-03-08-17-2.pdf
[3] https://sites.ed.gov/idea/files/significant-disproportionality-qa-03-08-17.pdf

Research Question

In response to the federal requirement on significant disproportionality, what national trends emerge in how SEA websites provide information, resources, and support to stakeholders addressing significant disproportionality?

TX-EPFP

EPFP ™ POLICY LEADERSHIP NETWORKING
Education Policy Fellowship Program

Swati Guin, Texas EPFP 2022-2023 Fellow