



OFFICE OF THE

Deputy Superintendent

Disproportionate Representation

Indicators 9 & 10

Monitoring and Compliance Branch



Overview

SPP/APR	Resources
<ul style="list-style-type: none"><li data-bbox="112 486 875 753">• The State Performance Plan (SPP)/Annual Performance Report (APR) is developed in six year intervals.<li data-bbox="112 851 848 1268">• It is a single document that measures the State's efforts in meeting the Individuals with Disabilities Education Improvement Act of 2004 (IDEA).	<ul style="list-style-type: none"><li data-bbox="975 486 1605 611">• SPP/APR FFY 2020 on <u><i>HIDOE's website</i></u><li data-bbox="975 758 1702 1025">• <u><i>FFY 2020 Part B Indicator Measurement Table</i></u> for submission beginning in February 2022



Requirements for Baselines & Targets

Baselines	Targets
<p>State can reset the baselines if:</p> <ul style="list-style-type: none">• Calculation methodology changed.• Data measurement method or process is revised.	<p>Targets Must:</p> <ul style="list-style-type: none">• Be rigorous, yet achievable.• Show improvement over baseline.• Be set with the advice of stakeholders.• Be rooted in, and build on, past experience when possible.



Things to Consider

Are the proposed targets rigorous and achievable?

Provide any suggestions that may help improve outcomes for this indicator.

In what way(s) might teachers, administrators, parents or other stakeholders assist the HIDOE in continuing to promote appropriate identification of students with disabilities?



Why a Focus on Equity in Special Education?

Long standing concerns that children from certain racial and ethnic groups are:

- Inappropriately identified as students with disabilities;
- Likely to be placed in a more restrictive placement;
- Frequently subjected to disciplinary actions more than other students.





Equity Requirement in IDEA

The State must...use quantifiable indicators in each of the following priority areas, and use such qualitative indicators as are needed to adequately measure performance in those areas:

Disproportionate representation of racial and ethnic groups in special education and related services, to the extent the representation is the result of inappropriate identification.

34 CFR § 300.600 (d)(3)



Disproportionate Representation

- Focuses on the identification of students with disabilities.
- States must examine data for the specified category(ies).
 - A review policies, practices and procedures to determine if disproportionate representation is the result of inappropriate identification.
 - If inappropriate identification is identified, corrective action is taken.
- Results reported in Indicators 9 & 10 of the SPP/APR. The HIDEOE is a single district, both the Local and State Educational Agency. As such, the state is either 0% or 100% compliant for each indicator.



Indicator 9

Percent of districts with disproportionate representation of racial and ethnic groups [in special education and related services](#) that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

Indicator 10

Percent of districts with disproportionate representation of racial and ethnic groups [in specific disability categories](#) that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))



Targets for Indicators 9 & 10

Indicator 9: Targets are set by OSEP at 0%.

Indicator 10: Targets are set by HODOE and Stakeholders at 0%.

For these two indicators, we will be reviewing the longitudinal data and discuss what is disproportionate representation for Hawaii and will not be setting new targets.



Indicator 9 & 10 Change for FFY2020-2025

FFY 2013-2019

Indicator 9: Racial/ethnic disproportionality data for all children aged 6 through 21 served under IDEA across all disability categories.

Indicator 10: Racial/ethnic disproportionality data for all children aged 6 through 21 served under IDEA in specific disability categories.

FFY 2020-2025

Indicator 9: Racial/ethnic disproportionality data for all children [aged 5 in Kindergarten](#) through 21 served under IDEA across all disability categories.

Indicator 10: Racial/ethnic disproportionality data for all children [aged 5 in Kindergarten](#) through 21 served under IDEA in specific disability categories.



How Are Indicators 9 & 10 Reviewed and Analyzed?

Data Collection

Collect statewide student data by racial and ethnic group categories related to eligibility/ identification of students in IDEA Section 618 “Child Count” Data.

Identification

Using a risk ratio analysis, determine if there is disproportionate representation of:

- a) Racial & ethnic groups; and
- b) Racial & ethnic groups by specific eligibility categories.

File Reviews

If disproportionate representation exists, file reviews are conducted to determine whether it is the result of inappropriate identification.

File Review Results

Determination if Disproportionate Representation is due to appropriate Identification or inappropriate identification.

Tier I – Disproportionate Representation

Tier II – Disproportionate Determination

Hawaii’s Identification of Disproportionate Representation – A 2 Tier Process



Tier I: Data Collection – Indicator 9

- Children ages 5 and in Kindergarten through 21 in all
 - Racial and ethnic groups:
 - Asian
 - White
 - Hispanic or Latino
 - Two or More Races
 - Black or African American
 - American Indian or Alaska Native
 - Native Hawaiian or Other Pacific Islander



Tier I Data Collection – Indicator 10

Children ages 5 and in Kindergarten through 21:

Racial and Ethnic Groups:

- Asian
- White
- Hispanic or Latino
- Two or More Races
- Black or African American
- American Indian or Alaska Native
- Native Hawaiian or Other Pacific Islander

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Specific Disability Categories:

- Intellectual Disability
- Emotional Disturbance
- Other Health Impairment
- Specific Learning Disability
- Speech or Language Impairment



Tier I: Identification – Risk Ratio Analysis

Calculate Risk based on each racial/ethnic group category

$$\text{Risk \%} = \frac{\text{\# of children from racial/ethnic group in disability category}}{\text{\# of enrolled children from racial/ethnic group}} \times 100$$

$$\text{Risk Ratio} = \frac{\text{Risk A}}{\text{Risk B}}$$

Note: N size must be 10 or more



Tier I: Identification – Indicator 9

Determine Disproportionate Representation

Any group whose risk falls outside a 99% confidence interval for its respective disability and group size. Noted as “**Too High**”.

Risk Ratio = Risk A / Risk B							
Race/Ethnicity	American Indian / Alaskan native	Asian	Black (Non-Hispanic)	Hispanic	White (Non-Hispanic)	Native Hawaiian or Other Pacific Islander	Two or More Races
Risk Ratio	1.22	0.58	1.24	1.26	1.05	1.30	0.94
Risk Ratio Outcomes							
Result of Comparing to Confidence Interval Tables	Group Too Small	In Range	In Range	Too High	In Range	Too High	In Range

Disproportionate Representation found for Hispanic and Native Hawaiian or Other Pacific Islander



Tier I: Identification – Indicator 10

Determine Disproportionate Representation

Any group whose risk falls outside a 99% confidence interval for its respective disability and group size. Noted as “**Too High**”.

Disability	Risk Ratio Outcomes						
	American Indian / Alaskan native	Asian	Black (Non-Hispanic)	Hispanic	White (Non-Hispanic)	Native Hawaiian or Other Pacific Islander	Two or More Races
Intellectual Disability (ID)	Group Too Small	In Range	Group Too Small	In Range	In Range	Too High	In Range
Specific Learning Disability (SLD)	Group Too Small	In Range	In Range	Too High	In Range	Too High	In Range
Emotional Disability (ED)	Group Too Small	In Range	Group Too Small	Too High	In Range	Too High	In Range
Speech or Language Impairment (SLI)	Group Too Small	In Range	Group Too Small	In Range	Too High	In Range	In Range
Other Health Disability (OHD)	Group Too Small	In Range	In Range	Too High	Too High	Too High	In Range
Autism (ASD)	Group Too Small	In Range	Group Too Small	In Range	Too High	In Range	In Range

Disproportionate Representation found for:

- Hispanic SLD, ED, and OHD
- White SLI, OHD and ASD
- Native Hawaiian or Other Pacific Islander ID, SLD, ED and OHD



Tier II – File Reviews

- The amount of files for review determined at the 95% confidence level and 10% confidence interval.
- A representative sample of 413 files were reviewed.
- File Review Focus Areas:
 - Statement of Concern
 - Evidence of Appropriate Instruction
 - Assessment Procedures
 - Variety of Assessment Tools & Strategies
 - Cultural, Linguistic, and Environmental Factors
 - Eligibility Determination
 - Evidence of Appropriate Documentation for Specific Disability Category



Tier II File Review Results

- The 413 student files were reviewed to determine:
 - Appropriate identification – sufficient evidence or
 - Inappropriate identification – insufficient evidence
- Results show disproportionate representation is NOT due to inappropriate identification for Indicators 9 & 10. No corrective action required.



Results – Indicator 9

Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

FFY	2015	2016	2017	2018	2019	2020
Target	0%	0%	0%	0%	0%	0%
Data	0%	0%	0%	0%	0%	0%



Results – Indicator 10

Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

FFY	2015	2016	2017	2018	2019	2020
Target	0%	0%	0%	0%	0%	0%
Data	0%	0%	0%	0%	0%	0%



Resources

- [2020 Part B FFY 2018 SPP/APR Indicator Analysis Booklet](#)
- [Equity Requirements in IDEA](#)
- [Part B State Performance Plan/Annual Performance Report \(SPP/APR\) FFY 2020-2025 Measurement Table](#)
- [SPP/APR FFY 2019 \(SY 2019-2020\)](#)



Your Input

- Provide any suggestions that may help promote equity and awareness for this indicator.
- In what way(s) might teachers, administrators, parents, or other stakeholders assist the HIDOE to foster and promote equity?
- [Indicators 9 & 10 Input Form](#)

Questions, please contact the Monitoring and Compliance Branch at macb@k12.hi.us or at 808-307-3600.