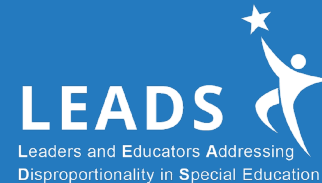


Overview of Supports for LEAs Addressing Significant Disproportionality

Leaders and Educators Addressing Disproportionality in Special Education

Sarah Benz, PhD | Alise Crossland | Steven Prater | Carmen Martínez

JANUARY 2023





True North Statement



Together, we are committed to high expectations and strong systems that achieve equitable outcomes for students in special populations.



Agenda

1. Meet the Presenters
2. Significant Disproportionality
3. Texas Determination Levels
4. Leaders and Educators Addressing Disproportionality in Special Education (LEADS) Initiative
 - Universal Supports
 - Significant Disproportionality (SD) Workshops
 - Comprehensive Supports
 - Communities of Practice
5. Other Supports Available
6. Evaluation

Meet the Presenters



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Significant Disproportionality



Significant Disproportionality

Significant disproportionality refers to when students of any racial/ethnic group are identified for special education, placed in more restrictive settings, or disciplined at higher rates than their peers in other racial/ethnic groups.



Identification

“The result of a multistep process that determines whether a child has a disability as defined by the Individuals with Disabilities Education Act (IDEA) and needs special education services as a child with a disability.”



Overidentification

“The inappropriate identification of a child who does not actually have the identified disability and who does not need special education services as a child with a disability. The term also can be applied to a group of children.”



Underidentification

“The failure to appropriately identify a child who has a disability and needs special education services as a child with a disability. The term also can be applied to a group of children.”

(Munk, O’Hara, and Sulzberger 2020, 3)



Least Restrictive Environment

Students with disabilities should be educated in the general education classroom to the maximum extent that is appropriate. Districts are charged with providing a continuum of services for students with disabilities to meet their individualized needs.



Disproportionality in Placement

Occurs when students receive special education services in more restrictive settings at a higher rate than their peers with disabilities from other races and ethnicities.



Disproportionality in Discipline

Occurs when students in one racial or ethnic group are subjected to disciplinary actions at higher rates than their peers.

- In-school suspension of 10 days or fewer
- In-school suspension of more than 10 days
- Out-of-school suspension and expulsions of 10 days or fewer
- Out-of-school suspension and expulsions of more than 10 days
- Total disciplinary removals, including in-school and out-of-school suspensions, expulsions, and removals by school personnel to an interim alternative education setting and removals by a hearing officer

Texas Determinations



The Risk Ratio Threshold

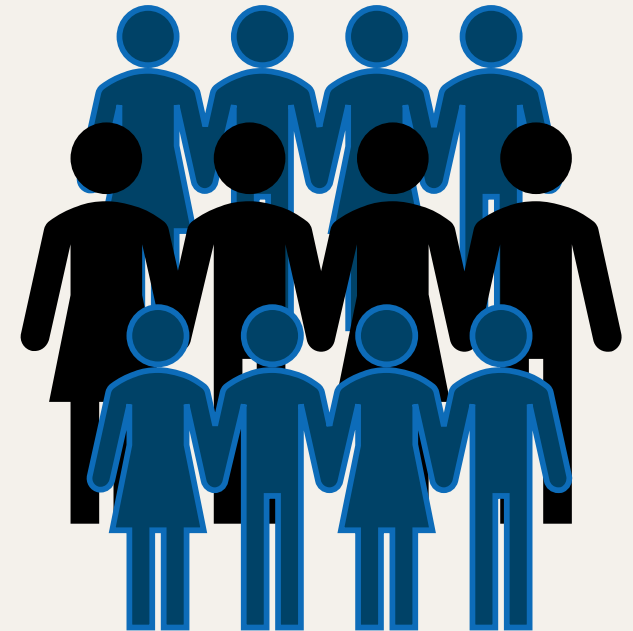
Number of children from racial/ethnic group in _____ category

Number of children with disabilities from racial/ethnic group



All other children with disabilities in _____ category

Number of all other children with disabilities



Texas Determination Levels



Leaders and Educators Addressing Disproportionality in Special Education



LEADS—Universal Resources

- *Overrepresentation of Asian Students in the Category of Autism* (white paper and webinar; **Spring 2023**)
- *Addressing Significant Disproportionality: Toolkit for Administrators* (**Spring 2023**)

Intermediate Supports



Intermediate Support for SD1 and SD2 Districts

Registration
underway!

Date	Time	Session description
February 13, 2023	8:30 a.m.– 12:30 p.m.	Introduction to Significant Disproportionality <i>The Importance of Connecting With All Children to Prevent and Reduce Disproportionality</i> by Dr. Rosemarie Allen
February 21, 2023	3:00–4:30 p.m.	Exploring Practices: Identification and Placement
March 9, 2023	3:00–4:30 p.m.	Exploring Practices: Discipline and Restorative Practices
March 28, 2023	3:00–4:30 p.m.	Authentic Stakeholder Engagement
April 10, 2023	3:00–4:30 p.m.	Turning Action Plans Into Long-Term Policy and Practice

For workshop information, contact Janice Keizer at jkeizer@air.org.

2023 Community of Practice for Districts in SD1 and SD2

Date	Time	Discussion Topic
April 11, 2023	3:00–4:15 p.m.	Orientation to the Community of Practice: Where to Begin
June 13, 2023	3:00–4:15 p.m.	Principles of Implementation Science (focus on the use of evidence-based interventions and implementation through intentional policy and practice)
August 15, 2023	3:00–4:15 p.m.	From the Field: Learning from Others Who Have Successfully Addressed SD in Their Local Education Agency (LEA)



Comprehensive Supports



Comprehensive Supports

Who	LEAs that are SD3
When	Recruiting now!
What	Intensive training on SD, facilitated root-cause analysis, action plan development, dedicated LEADS expert coach, inclusion in our comprehensive community of practice, and access to a panel of national experts



WHAT IS SIGNIFICANT DISPROPORTIONALITY?



Significant disproportionality occurs when students from a particular racial group or groups are identified for special education, placed in more restrictive settings, or disciplined at markedly higher rates than their peers at a level that is determined to be above significant risk.

MISSION

The mission of the Leaders and Educators Addressing Disproportionality in Special Education (LEADS) Initiative is to improve educational outcomes for all Texas students through innovative technical assistance in the area of disproportionality.

APPROACH

Local education agencies (LEAs) that have been identified as having issues of significant disproportionality for three or more consecutive years (SD 3) will have a dedicated coach to facilitate and support your district through our training and coaching process, including forming a representative team, analyzing data, performing a root-cause analysis, developing an action plan to address root causes, implementing and monitoring the action plan, and evaluating and refining the action plan for continuous improvement.

FOR MORE INFORMATION



Steven Prater
Senior Technical
Assistance Consultant
sprater@air.org



*Services from the LEADS Initiative are offered on a fee-for-service basis. For SD 3 LEAs, these fees can be included in the required IDEA Part B spending on Comprehensive Coordinated Early Intervening Services.

WHAT WILL PARTICIPATING LEAs RECEIVE?*

- Customized change management plans
- Asynchronous and synchronous learning opportunities
- Participation in a community of practice
- Personalized coaching
- Access to a panel of national experts



Comprehensive Supports



**Build a Team
and Collect
Data**



**Define the
Problem**



**Understand
Root Causes**



Plan for Action



**Implement and
Refine**

Interested? Contact Steven Prater at sprater@air.org.

2023 Community of Practice for Districts in SD3

Date	Time	Discussion topic
March 7, 2023	3:00–4:15 p.m.	Orientation to the Community of Practice: Where to Begin
May 9, 2023	3:00–4:15 p.m.	Principles of Implementation Science (focus on the use of evidence-based interventions and implementation through intentional policy and practice)
June 20, 2023	3:00–4:15 p.m.	Principles of Improvement Science (focus on evaluation of implementation efforts to address SD)
August 8, 2023	3:00–4:15 p.m.	Turning Action Plans into Long-Term Policy and Practice

Texas LEADS Contacts

Support services	Contact
2023 addressing SD workshop series for LEAs designated as SD1 and SD2	Janice Keizer jkeizer@air.org
Communities of practice	Janice Keizer jkeizer@air.org
Comprehensive training and technical support for LEAs designated as SD3	Steven Prater sprater@air.org
Questions and comments about the Texas LEADS initiative	support@txleads.org

Other Supports Available



LEADS
Leaders and Educators Addressing
Disproportionality in Special Education






Significant Disproportionality

IDEA Equity Requirements



Significant Disproportionality Requirements

Under 20 U.S.C 1418 (d) and 34 Code of Federal Regulations (CFR) §300.646, states must provide for the collection and examination of data to annually determine whether significant disproportionality based on race or ethnicity is occurring in the State and local education agencies (LEAs) with respect to three areas.

 Identification	The identification of students with disabilities, including identification of students with particular impairments. (ages 3-21)
 Placement	The placement of students in particular educational settings. (ages 6-21)
 Disciplinary Removal	The incidence, duration, and type of disciplinary actions, including suspensions and expulsions. (ages 3-21)

Related Content

- District Profile Reports of SPP Indicators
- IDEA Section 618 Data
- LEA Reports and Determinations
- OSEP State Determinations
- Results Driven Accountability (RDA)
- Special Education Ad Hoc Reporting System (SPEARS)
- Special Education Data and Reports
- State Assessment Results
- State Performance Plan/Annual Performance Report
- State Performance Plan Indicators (SPPi)
- Texas Academic Performance Reports (TAPR)

Contact Information

Special Education Program Reporting

Phone: (512) 463-9414
Monday-Friday (8:00 AM to 5:00 PM)
Fax: (512) 463-9560
Email: SPP@tea.texas.gov

Department of Review and Support

Phone: (512) 463-9414
Monday-Friday (8:00 AM to 5:00 PM)
Fax: (512) 463-9560
Email: ReviewandSupport@tea.texas.gov

Special Education or IEP-Related Questions?

Consult SPEDTex, the Texas Special Education Information Center. This is a resource backed by TEA to inform and

Texas Education Agency Website

Check the Texas Education Agency SD website often for information about SD as well as LEADS initiative updates.

Education Service Centers

Universal Supports

- General SD 101 trainings will be offered throughout the state.
- Engage with Education Service Centers (ESCs) and your ESC liaisons.

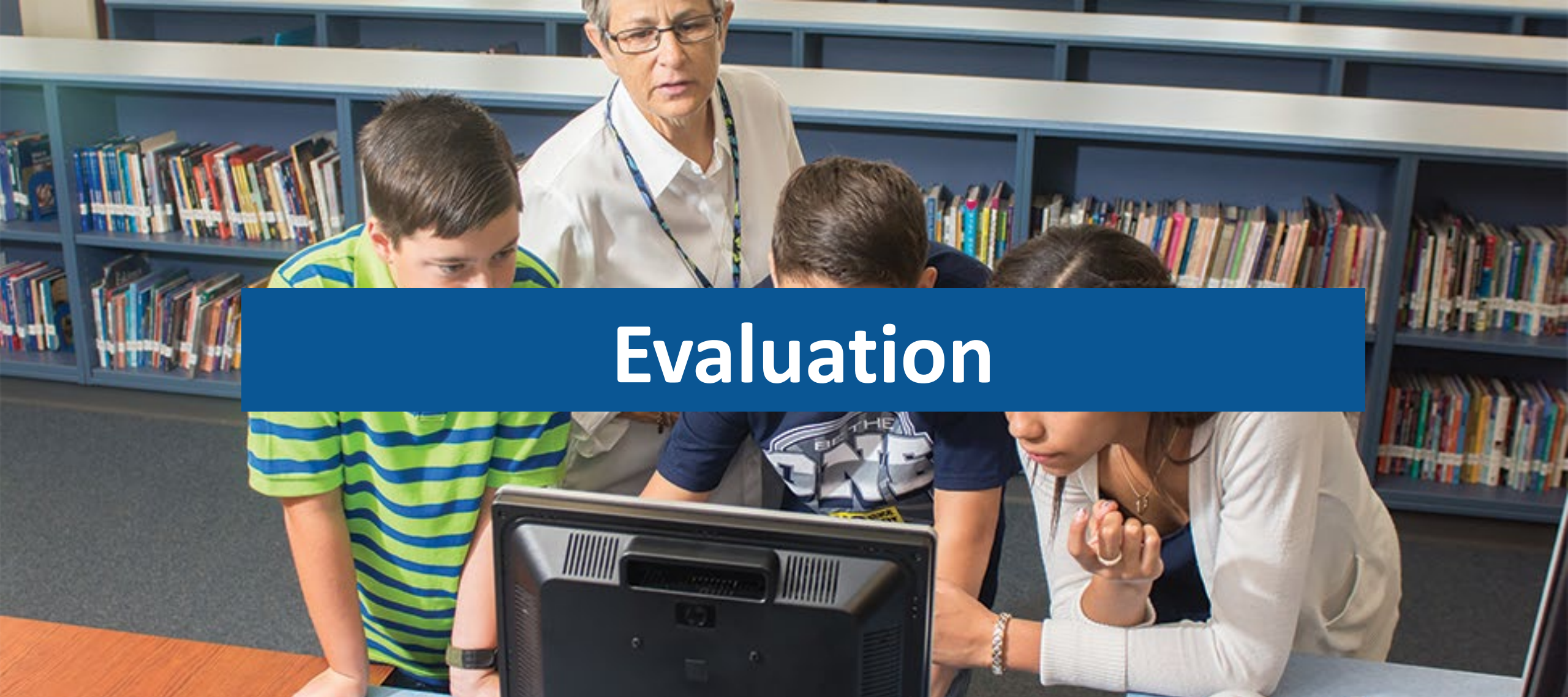


References

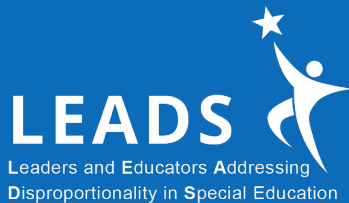
Munk, Tom, Nancy O'Hara, and Lee Anne Sulzberger. 2020. *Examining Representation: Over, Under, or Both*. Rockville, MD: Westat.

U.S. Department of Education. (2016). *38th Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act, 2016*.

<https://files.eric.ed.gov/fulltext/ED572027.pdf>



Evaluation



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Thank You

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LEADS

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Disproportionality in Special Education



Advancing Evidence.
Improving Lives.

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